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THE UNIVERSITY OF ALBERTA

HOWARD ROSS BEATTIE - CANADIAN GUIDANCE PIONEER

By

(C) ILENE LARSON

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

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DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

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FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled "Howard Ross Beattie - Canadian Guidance Pioneer," submitted by Ilene Larson, in partial fulfilment of the requirements for the degree of Master of Education in Psychology.

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ABSTRACT

This study documents the contributions of H.R. Beattie to the establishment of guidance and counselling in Canada. Beattie established the first city-wide guidance program in Canada, acted as one of the first provincial administrators in the field, worked in the area of counsellor training, and was influential in professional organizations in both Canada and the United States.

Chapter II gives an overview of the genesis of counselling in Canada and should act as a framework to fit Beattie's work into the broad Canadian spectrum. In Chapter III, Beattie's career is given detailed examination. He started as a classroom teacher who felt handicapped in helping students particularly in the field of vocational guidance. Seeking an answer from guidance, he explored this concept, then sought to implement programs in Ontario schools. His success led him to an administrative position where he structured the guidance and counselling services for the Province of Ontario. Chapter IV discusses Beattie's basic views of the scope and nature of guidance activities and gives a detailed analysis of the program he established in London, Ontario, as this was the basis for his future work. The Guidance Branch which, under Beattie's direction formulated the initial framework for the provincial program, is examined in Chapter V.

The concluding chapter attempts to summarize and assess Beattie's role as a pioneer in Canadian education. The appendices include the transcript of an interview with Beattie, providing a very personal history of the evolution of guidance and counselling

in Canada. Also included in the appendices are letters from associates providing their views of one of Canada's guidance pioneers.

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CHAPTER I

INTRODUCTION

In a recent survey concerning the foundations of the guidance movement in Canada, Van Hesteran (1971) noted that few Canadian counsellors are aware of the origin and evolution of the movement from a Canadian point of view. Thus there seems to be a need for investigation into the historical foundations of guidance and counselling in Canada as present knowledge documents American milestones and American pioneers.

Van Hesteran further stated that counsellors generally seem to be uninformed about the men who founded the counselling profession. His study indicated that Canadians such as S.R. Laycock, M.D. Parmenter, and H.R. Beattie are largely unrecognized as the pioneers of guidance and counselling. The unique contributions of these men to the establishment of guidance and counselling as an integral part of our educational system would seem, to the writer, to be worthy of investigation.

Purpose and Scope of the Study

It is the purpose of this study to inquire into and record the work of Howard Ross Beattie, one of the outstanding pioneers on guidance and counselling in Canada. Particular attention will be given to Beattie's role as an organizer, initiator, and spokesman of the guidance movement.

Since Beattie worked to develop systematic guidance programs

in the schools of Ontario, this thesis also provides a relatively comprehensive view of the genesis of guidance in that province. There is an attempt to show how developments in Ontario fit into the broader Canadian spectrum, and to show the significance of work done by Beattie to the total developmental picture.

This biography of Beattie concentrates on his work as an educator and as an architect of guidance in the school system. It provides an overview of his career and should give the reader some idea of the diversity and scope of his work in this field. Significant aspects of his work are given detailed examination to point out the philosophy behind certain programs and the social and political conditions which brought about the establishment of these programs. The program that Beattie devised for guidance in London, Ontario, is given particular attention as it was the first such program of its size in Ontario and served as a basis for the organization of subsequent programs in Ontario and, as far as can be ascertained, in Canada. Highlights of Beattie's work as the first Director of Guidance for the Province of Ontario are analyzed in detail as he was one of the first men in Canada to hold such a position. Beattie's personal views are considered in the light of their relationship to his work in guidance. It is hoped that this biography gives due recognition to one of the Canadian pioneers in the field of guidance.

Need for the Study

The 1971 overview of the philosophical and historical foundations of guidance prepared by Van Hesteran points to the paucity

of knowledge of the history of this movement. The philosophies and rationale of the men involved in the establishment of guidance in Canada would seem to aid in an understanding of the development of the guidance concept and of its integration into the Canadian school system. Thus there is a need to investigate the work of men who pioneered in this area.

Beattie was selected because he was one of the first men in Canada to work for the introduction of organized guidance and counselling services in the schools. He continued this work as an innovator, spokesman, and salesman for guidance until his retirement in 1965. Beattie was involved in many facets of guidance ranging from the organization of guidance in Ontario schools to the selection of personnel and the development of training programs for counsellors. Thus through a study of Beattie's career the rationale and philosophy of the movement can be examined not only from the point of view of an organizer and administrator within the school system, but also from the perspective of an educator concerned with the selection and training of guidance personnel. The diversity of Beattie's contributions to the field add to the general knowledge about the growth and development of guidance not only in Ontario, but in Canada.

In addition, a study of Beattie's career provides for a consideration of the changing conditions and rationales that have shaped the guidance services from the 1930's to the present. There was a transition from the concept of guidance as a purely vocational phenomena to the contemporary idea of guidance which encompasses areas of educational and personal adjustment as well as vocational counselling (Miller, 1961).

Another justification for this study is that it provides the personal perspective of the evolution of guidance of a man who has worked in this field from its beginnings as part of the Canadian educational system. At the time of writing, the roles played by Beattie in the growth of guidance and counselling and in the field of education had not been previously documented.

Sources of Information

An overview of Beattie's work in guidance was obtained from existing studies of the historical aspects of counselling and guidance in Canada. Articles, reports and speeches by Beattie were found in Canadian journals. From the above sources a list of questions was prepared to serve as a basis for a personal interview with Beattie. This interview provided not only an insight into his work in this field, but also provided Beattie's personal viewpoint on the evaluation of guidance and counselling in Canada. In addition, Beattie allowed the writer access to personal papers consisting of newspaper clippings, reports of organization, and personal correspondence regarding his work. These proved to be valuable sources of information about the origin and development of guidance in Canada as well as about Beattie's work in this field. Correspondence with Beattie's associates provided the views of those who worked with him in establishing guidance services in Canadian schools.

Delimitations of the Study

This study concentrates on the contributions of one man to the guidance and counselling movement. The main focus is on the significance of Beattie's work in this area and on his personal views

of the guidance movement. However this paper is not intended to give a comprehensive account of the evolution of guidance in Ontario.

CHAPTER II

THE ESTABLISHMENT OF GUIDANCE IN CANADIAN SCHOOLS

The exact beginning of the guidance movement cannot be precisely stated (Beattie, 1957). It is likely that teachers have always been concerned with aiding the individual student in making vocational decisions. However, it was not until the beginning of the twentieth century that guidance became a movement in education. In Canada, the development of organized guidance programs began in the early 1900's with the introduction of vocational guidance activities into Canadian classrooms. Concerned teachers realized the need to provide their students with occupational information. These teachers provided students with classes in career selection, career displays, speakers, and whatever occupational information they could find. The isolated endeavors to aid students in making occupational decisions sparked the growth of organized guidance in Canada.

In speaking of the genesis of guidance, Donald (1951) said that the first reference to guidance in Canada appears in Brewer's History of Vocational Guidance (1942). Brewer stated that in 1912 a number of men connected with the Winnipeg Industrial Bureau organized a series of lectures for the seventh and eighth grades. These lectures were published in the form of twenty or more pamphlets and distributed through Manitoba. However, this work was interrupted by the outbreak of the first world war.

From the end of World War I until the late 1930's, guidance programs were limited to the endeavors of individual teachers, and

some concerned school boards. There was little or no coordination among these programs. The scope and content of what constituted vocational guidance was set by local needs and by the training and competency of those in charge of the programs.

The transition from these early endeavors to formalized structured guidance programs began in the late 1930's. Public interest helped to promote the guidance concept and to point to a need for vocational counselling. Home and school associations and service clubs, recognizing the need for helping youth in making the transition from high school to the business world, became active in providing career information. As well, school boards began to introduce occupational information courses. In speaking of this transition from local endeavors to structured guidance programs directed by the provincial governments, Beattie (1945, p.24) stated that although all good teachers did guidance work, this work was incidental to other duties. Teachers through lack of time and training could not do an efficient job of guidance. To make the work truly necessary, organization was needed.

No single reason can be cited for the need for more structured guidance services. Societal changes, for example, had an effect on the educational system. Van Hesteran (1971) stated that by the early 1900's, Canada was becoming an industrialized nations. Industries began to demand some form of vocational training in the schools. This rapid expansion of industry also resulted in urban areas becoming more densely settled. Secondary school enrollment increased. Since many of the students had no intention of attending university, it became necessary to establish courses and options that provided vocational

training. In addition, these students needed accurate information regarding occupations and the educational requirements needed to enter these vocations.

There was also an increasing importance placed on the individual and on the individual's right to freedom of choice. These ideas extended into the area of vocational selection (Brewer, 1942). Along with this growing concern for the individual and for accounting for individual abilities, aptitudes, and interests came tools to aid in the identification of individual differences. Psychological tests, particularly in the fields of aptitude and ability measurement, were developed during World War I. These were adapted for use in the school system providing a means of assessing an individual's academic strengths and weaknesses.

Another reason for the evolution of guidance activities was the influence exerted by the American movement. Developments in Canada in the area of guidance were patterned after the more established American movement. Donald (1951) in speaking of the American influence on the Canadian guidance movement said:

> American literature soon abounded with accounts of testing experiments, case histories, theories, and other experimentation and, as is usual in Canadian American relations, the overflow soon found its way into Canada and to weave its way into Canadian thinking and practice (p. 23).

In 1942, the Canada and Newfoundland Education Association undertook a survey of educational needs in Canada. The Report of the Survey Committee, published in 1943, described the most urgent eduational needs and made recommendations as to how these needs would best be met. The need for a programme of counselling and guidance was one of the areas investigated by this committee. The

committee felt guidance services were needed because pupils stayed in school varying lengths of time, had the opportunity to follow diverse curricula, and to enter many different vocations after completing school. As well, the report mentioned the great emotional strain of life as a reason for the introduction of guidance services.

The report recommended that only the most competent and highly trained teachers were to be selected to guidance work. The main function of these guidance officers was "to organize and direct a counselling service, to assist pupils to formulate both educational and occupational plans to maintain cumulative records of pupils, and to study local educational and occupational opportunities in cooperation with existing public and private agencies (p. 50)". It was estimated that one thousand five hundred guidance officers were needed at an annual cost of $3,000,000.

In addition, the report noted that in the field of adult education, the most urgent need after the war would be for an adequate supply of trained counsellors, leaders and teachers in the fields of vocational direction and the general techniques of Adult Education.

After this report was released, four provinces set out to establish guidance branches. Directors of guidance services were appointed to organize these departments. Nova Scotia was the first to appoint a director of guidance; Mr. Stewart Murray was appointed in August, 1943. By 1944, three other provinces had appointed directors; H.R. Beattie was appointed in Ontario, H.P. Johns in British Columbia and T.M. Spencer in Saskatchewan. These men had the responsibility of establishing guidance and counselling services in the school system of their respective provinces.

The emphasis of guidance programs established in the 1940's was on assisting students on making decisions regarding career preparation and career selection. These early programs endeavored to aid students in finding employment. Testing and individual counselling were available to students to aid them with school and vocation related programs. In many schools group guidance classes were introduced as part of the curriculum to give students a chance to explain vocational opportunities. The guidance program introduced in London, Ontario by Beattie and described in detail later in this thesis, appears to be "a classic example of what during the 1940's seemed to represent the ideal type of vocational guidance organization (Van Hesteran, 1971, p. 115)."

Issues and Problems in the Early Guidance Movement

One of the major areas of controversy among those who worked on guidance in its early years concerned the nature and scope of guidance activities. Van Hesteran (1971) lists crucial issues as:

1. Deciding the scope and range of guidance services;
2. Establishing the relationship of the guidance concept to the educational endeavor as a whole; and
3. Determining the role definitions of those directly or indirectly involved.

Van Hesteran further cited three American spokesmen, John Marx Brewer, George Myers, and Arthur Jones, as representing the diverse views of the day on the scope and function of guidance.

John Marx Brewer identified guidance as inseparable from the entire educational process. He believed that the curriculum should be enriched to include activities related to societal values and functions as well as academic activities. Grady (1970, p. 28) states

that Brewer felt that the school was to share responsibility with the home and church to pass on ethical, moral, and patriotic ideals.

Another American guidance spokesman, George Myers, placed the greatest emphasis on the vocational aspect of guidance. He believed that enough importance should be attached to vocational guidance that it should be treated as a separate entity entailing organization not needed by the other types of guidance. Myers (1941) stated:

> There has been a tendency on the part of many writers and school administrators under the spell of that old saying 'Making a life is more important than making a living' to treat vocational guidance as a somewhat lower level than educational and certain other kinds of guidance. They seem to forget that making a life and making a living are absolutely inseparable for most mortals and that vocational success is far more than making a living. An individual does not spend his life in a vacuum. A great part of his waking hours is spent in his vocation. Usually his major contribution to society is made through his vocation, and many of his greatest personal satisfactions should come from the same source (p. 3).

Thus Myers felt that vocational guidance should receive first consideration. As a logical development from his definition of guidance and what it should entail, Myers set about to develop programs for schools to use in giving their pupils vocational guidance. These programs were used as patterns by those developing guidance programs in Canadian schools.

In 1945, Arthur Jones took a position somewhat between the diverse views of Myers and Brewer. Jones considered it a mistake to separate guidance into different aspects or components as Myers did. He also did not see guidance as concerned with curriculum content and the total school functions as Brewer's definition of guidance suggested. Jones (1945) stated his position as follows:

> Guidance involves personal help given by someone; it is designed to assist a person to decide where he wants to go, what he wants to do, or how he can best accomplish his purpose; it assists him to solve problems that arise in his life. It does not solve problems for the individual but helps him to solve them. The focus of guidance is the individual, not the problem; its purpose is to promote the growth of the individual in self direction (p. 61).

Canadians struggling to establish guidance services had to assess such diverse views and had to decide the function that guidance services should perform in the total educational system. They had to look at the American guidance movement and try to evaluate these diverse ideologies and use whatever seemed to best meet the needs of the Canadian educational system.

Although defining the function of guidance in the school system was probably the most crucial problem encountered in the early days of the guidance movement, administrators had other obstacles to overcome. Beattie (1957) mentioned some of the difficulties that he faced. He noted that the movement tended to attract "enthusiasts fired with missionary minded zeal" who saw guidance as an opportunity to reform youth. The sincerity of these people was unquestionable but the general effect was detrimental to the welfare of the pupils. Also there existed the fallacy that guidance would provide quick answers and an absolute method of allotting a youth to his particular job. The use of tests, particularly in the 1930's, erred in this manner. Another factor that was detrimental to the early guidance movement was the haste with which programs were established. Often the desire to get the programs underway led to hastiness in planning the organization of the programs. In addition, personnel, although possessing the desire to help youth, lacked training and experience. However,

one must remember that these early programs were established long before there was serious thought given to the need for specialized training for counsellors.

Generally, the public realized the need for vocational guidance. The problems encountered involved the goals, objectives and dimensions of the concept. Scepticism was mainly found among educators who tended to view guidance as another fad in education. However, as guidance programs were organized and started to perform a needed function in the educational system, guidance began to gain the support of administrators. Beattie (1957) saw the greatest strength of guidance as the "service" it provided to administrators, to teachers, to pupils, and to society.

In the next two decades guidance services became an integral part of the educational system. Today secondary schools provide counselling services to aid students not only with vocational decisions, but with personal and educational problems. Elementary schools are beginning to see a need for guidance, thus counsellors are finding acceptance in this area. Counselling personnel are highly trained specialists rather than just interested, sympathetic teachers. Professional associations of counsellors help to promote guidance and to keep pace with changes in this specialized area. Guidance is now an integral part of the Canadian educational system. Guidance is, and has to be, a dynamic concept ready to change to help young people live in an ever changing society.

CHAPTER III

THE LIFE OF HOWARD ROSS BEATTIE

Howard Ross Beattie was born in 1905 on a farm in Caradac Township of the County of Middlesex which is located in southwestern Ontario. He was the middle child in a family of seven. As a young boy, he attended a one room school which meant a two mile walk every day. At eleven, he had completed elementary school and went to Melbourne to attend a Continuation School. He completed a four year Junior Matriculation Program in three and graduated with what is now the equivalent of grade twelve at age fourteen.

Beattie believed from his early years that he would have to seek an occupation other than farming. However, as a young man, he really did not know what line of work he would find acceptable. At fifteen, after graduation, Beattie spent a year working at various jobs to earn sufficient money to continue his education. A year later, he enrolled in Strathray Collegiate Institute in an Honour Matriculation Program (grade thirteen). As the school was located two miles from his home, Beattie travelled back and forth by bicycle when the weather permitted, but stayed in the town when the weather was inclement. At the end of that year, at age seventeen, he obtained his honours matriculation standing.

Beattie as a Teacher

After completing his honour matriculation, Beattie once

again was back working to raise money for his schooling. A year later he enrolled in the London Normal School. At the completion of a one year program he was granted a First Class Teaching Certificate which permitted him to teach in either an elementary or a Continuation School if further courses were taken.

The following September, Beattie began his teaching career. He taught in a Grade B Continuation School (one with two teachers) where he taught a number of subjects up to the grade twelve level. Beattie spent the next five years teaching in two other Continuation Schools.

Teaching in these rural high schools was very satisfying for Beattie. He had the opportunity to know the pupils and their parents. In a recent interview he recalled "I taught for a number of years in small schools in Ontario where I knew the pupils intimately; I knew them in school: I knew them out of school; I played with them on the grounds; I curled with their parents; I associated with their parents in community activities (See Appendix, p. 77)." Under these circumstances, it was not difficult for Beattie to help students. Those who were needing assistance in vocational decisions and personal areas came to him. Because of this close relationship, Beattie was able to give his students the personal advice and guidance that they needed.

Bettering his education continued to be important to Beattie. In 1931, he completed his Bachelor of Arts at the University of Western Ontario. He had chosen education as his vocation and he dedicated himself to this area. During this time, he also married.

Beattie and Guidance

In 1931, Beattie was offered a position in the H.R. Beal Technical and Commercial High School in London, Ontario. It was a promotion he could not refuse. However, upon taking this position, he encountered an entirely different atmosphere. Lack of personal contact with both pupils and other staff members distressed him. Beattie (1973) said:

> I had a terrifying adjustment to make as I found myself on a staff of over 75 teachers and a pupil enrollment approaching 2,000. It took months to get to even be able to call all the teachers by name as you met them in the hall. The situation with regards to pupils was worse . . . This experience took place during the depression when classes were very large. For example I remember one class of grade nine girls which had an enrollment of 69.(See Appendix, p. 113)

He became disillusioned and felt that either he had to seek a solution or leave the teaching profession. This is the point where Beattie's real interest in guidance began.

With the encouragement of his principal, H.R. Beal, he started to explore the possibilities of guidance as an extracurricular activity. He became involved in various organizations in London where he felt he could help young people. However, at this time, he did not think that this work would be incorporated into the educational system.

Beattie used every opportunity to explore the concept of guidance. He took the few courses that were offered by the Department of Education pertaining to the field of guidance. He corresponded with everyone that might help including John Marx Brewer. He attended the Ontario Training College for Technical Teachers and obtained a certificate in vocational guidance.

Beattie was not content to just read and take courses in the field. He persuaded his principal to allow him a free period of two each week to give career information to the students. He was also allowed to set up displays at assemblies and to organize activities which gave the students vocational information. Opportunities to incorporate guidance into the school were beginning to unfold. The public began to see a need for helping students expecially in the area of vocational choice. The need for guidance in schools became more recognized.

Beattie, The Administrator

In January 1941, The London Board of Education took a positive step by deciding to establish an organized vocational guidance program in the schools. This decision had the full support of the citizens led by the London Kiwanis Club. The concept of offering a full guidance service in the schools became a reality. Beattie was appointed the Director of Vocational Guidance. He was the first person in Canada to hold such a position. His task was to organize guidance services on a city wide basis.

Before assuming this position in September of 1941, Beattie decided that he needed more training and exposure to programs and to people who actually worked in the area. After surveying the various courses offered at American universities, he decided to attend Harvard. The Vocational Guidance Department at Harvard was headed by Dr. John Brewer. Also involved in teaching the summer school that year were Dr. Donald Super of Teacher's College Columbia University and Mr. George Hutchinson, head of the Guidance Department of the State of New York.

Beattie selected Harvard because there he found "people who were looking at Guidance from a practical point of view."(Appendix, page 113) He was looking for training he could use in the London program. After completing this course he returned to London "with a clear view of what should be done, but little knowledge of how it might be done."(See Appendix,p. 113) Experience was to teach him the latter.

In September of 1941, Beattie set out to organize guidance services in London schools. He spent much of his time working to sell the guidance concept to school personnel. He travelled to outlying regions to explain the guidance program. Beattie spent two years in London organizing this program. He succeeded in selling this program as a valuable asset to parents, to pupils, and to school personnel.

In the spring of 1943, Beattie resigned to begin the same task in the City of Hamilton. For Beattie the move to Hamilton meant a larger budget to buy supplies and to run the department, a core of principals and teachers sympathetic to the guidance cause, and a larger salary. He spent less than one year in Hamilton. However, during this short time, he set up the basic structure for guidance services in the schools, and initiated the city wide use of cumulative records.

The Ontario Department of Education was reorganized in 1944. Dr. J.G. Althouse became the Chief Director of Education. Beattie, as President of the Ontario Vocational Guidance Association was elected to present the case for establishing guidance services on a provincial basis. It was to Dr. Althouse that Beattie was to present

the case. Beattie (1971) recalled the details of his meeting with Dr. Althouse. He said that before he had time to open his briefcase Dr. Althouse stopped him. Dr. Althouse said that he didn't know how or when but that Beattie was to organize guidance services for the Department of Education, Ontario. Thus Beattie set out to accomplish on a provincial basis the same task he had performed in London and Hamilton. He had to organize a comprehensive guidance service.

Much of his time during the first year on this job was spent travelling throughout Ontario meeting with teachers, parents, and administrators explaining guidance services. Beattie addressed numerous clubs - Rotary, Kiwanis, Lions, business and professional women's clubs. He believed that "you can not get people to do things when you are ready to do them. You cannot legislate guidance or personnel services. It has to come from the inside."(See Appendix, p. 85) Thus he worked to explain to people what guidance could do. If convinced that his service was essential, people would work with him in building a firm basis for guidance.

The following years were busy and demanding ones. He dedicated himself to guidance. Evenings were spent on speaking engagements. As well, he took an active part in the education of counselors. He continued his involvement in various guidance organizations, joining with other concerned educators on working to improve education for Canadian youth.

In 1953 Beattie was appointed to a new position, Assistant Superintendent of Elementary and Secondary Education. His

responsibilities expanded to include school attendence, Special Education and statistics, as well as guidance. He became involved in modernizing the statistical record keeping system of the Department of Education by the introduction of data processing. In addition he set out to modernize educational practices in the field of special education and to educate the public to a greater understanding of exceptional children. Beattie tackled his new responsibilities with the same enthusiasm he had felt for guidance. This increasing involvement moved him away from his intense preoccupation with guidance. Perhaps he was ready to move to other areas as he felt that in guidance there were people trained to carry on.

In 1956, after the death of Dr. Althouse the Director of Education, the Ontario Department of Education was re-organized. Beattie was again promoted; this time to another newly created position, Superintendent of Special Services. In this position, he was responsible for the schools for the deaf and blind, correspondence services and community services, as well as all previous areas of responsibility.

Beattie is very proud of his involvement in the establishment of Ontario's second residential school for the deaf in Milton, Ontario. At the time that Beattie assumed responsibility for such institutions, the existing residential school at Bellevue was overcrowded. The government decided to build a second school Beattie as coordinator of the construction, had to select a site for the new institution, and was also in charge of the planning and building of the school.

He remembers spending weeks with architects and builders in planning this new facility. In 1971 Beattie noted with pride that this school is considered one of the best planned schools of its kind in North America. The school which opened in 1967, one-year after Beattie's retirement, took six years to complete. A newspaper report in the Canadian Champion (1967) described how the actual site for the school had been selected:

> One day early in 1958, H.R. Beattie, then Director of Special Services for the Ontario Department of Education was driving along Highway 25 and spotted the Kingdon place, a productive 97 acre farm on Milton's southeast boundary.
>
> He stopped the car, looked at the farm for 10 minutes drove around the concession, then headed into Toronto to announce his 'find' to fellow workers in the Department of Education headquarters. A few weeks later, the Ontario government purchased the site for its new $10,000,000 residential school for the deaf - and that is how the Ontario School for the Deaf came to Milton.

Beattie held the position of Superintendent of Special Services until 1965. At that time his areas of responsibility again increased as he was appointed the first Director of the Special Services branch, a position he held until his retirement at the end of that year.

Also prominent among his interests at that time were the schools for the retarded children and the modernization of statistical services within the Department of Education.

Beattie, the administrator, was a forceful and dedicated worker. Keith McIntyre (1973) one of Beattie's assistants from 1946-1951 in the Guidance Branch says of Beattie:

> . . . He was a tireless worker. He lived and thought guidance every waking moment, and he was a perfectionist who demanded a great deal of himself and of those who worked for him.(See Appendix, p. 121)

McIntyre also credits Beattie with an ability to gain the full support of officials in high places, and more important, the respect and confidence of teachers and principals. Beattie also had the ability "to attract a capable, enthusiastic staff, not only in the central Guidance Branch but across the province."

Retirement

Beattie retired on December 21, 1965. He and his wife, Ruby, presently live in Toronto, in the house they bought in 1944 when Beattie became Director of Guidance. They have no children which is perhaps the reason he was able to dedicate his life, not to his family, but to bettering the educational conditions for Ontario youth. Life today, is quiet, a contrast to the bustle and rush of earlier days.

The writer was fortunate enough to spend several hours with the Beatties. One gets the feeling that Beattie is proud of his work. He has a sense of satisfaction that his goal has been attained. Guidance is now part of the total educational process. Beattie is a friendly, forceful and dynamic man. Although he is still very interested in what is happening in guidance, he is content to sit back and let others continue. He has expressed his views, and has done his job well.

Work in Related Areas

Beattie's interest in guidance and in the field of education in general, involved him in associations and organizations

devoted to the improvement of the general quality of education. He joined with both Americans and Canadians interested in making education more relevant.

In the late 1930's, Beattie was active in the Ontario Vocational Guidance Association. This organization was formed in 1935 to promote an exchange of information and viewpoints among those concerned with helping youth with vocational selection. Beattie served as Vice-President of this group in 1942, and as President in 1943.

In 1938, the Ontario Vocational Guidance Association became affiliated with the National Vocational Guidance Association, an American organization of those interested in this new concept in education. Beattie began attending their conventions which were a joint endeavor of five associations interested in promoting guidance.

As well as the National Vocational Guidance Association, the conventions drew representatives of the Alliance for Guidance for Rural Youth, the American College of Personnel Associations, the National Association of Guidance Supervisors, and the National Association of Deans of Women. Representatives of these five member organizations formed the Council of Guidance and Personnel Associations which was the governing body responsible for coordinating the activities of the five member organizations. The purpose of this council as reported in the 1950 convention program was:

> To bring together those organizations concerned with guidance and personnel work of various kinds, and through the combined activity of their members to promote the idea of personnel work in its widest sense and to improve the quality of its practices (p. 3).

Thus the Council of Guidance and Personnel Associations was essentially a facilitating agency assisting in the planning and coordination of national and regional meetings, in the publication of bulletins, and in other cooperative activities. There were in addition to the five member associations, five other organizations which were affiliated with this group. These were the Eastern College Personnel Officers, Altrusa International, the American Association of Colleges for Teachers, the National Federation of Business and Professional Women's Clubs, Inc. and the Western Personnel Institute. These five did not have their annual meetings at the same time but sent members to support the work of the Council of Guidance and Personnel Associations.

Each organization elected two members to the council. Beattie was one of the representatives of the National Vocational Guidance Association. In the year 1948-1949, he was asked to serve as secretary of this the Council. This entailed the preparation of the programs for the meeting, and the responsibility for all the correspondence of the council.

At the Chicago Convention in the spring of 1949, Beattie was shocked when he was approached and asked to serve as the President of the Council for the year 1949-1950. He is the only Canadian ever to hold this position. His duties as President included presiding at the meetings, conducting the Board of

Directors, and trying to give leadership in all the various fields and activities.

Mr. Beattie's year as president of this organization reflects his ability to bring about the modernization and updating of those organizations in which he became involved. In that year, the council realized that it was a very weak organization with no power. All it could do was to coordinate the functions and operations of the various member associations. A new association was needed which would embrace as many of the original organizations as possible. A study commission was set up which was to report to the annual meeting of the council in Atlantic City, New Jersey, in 1950, at the end of H.R. Beattie's term as President. At this convention, the machinery for unification was put into motion. The result was the establishment of a new association, the American Personnel and Guidance Association, which came into existence in 1951 at a Chicago Convention.

Thus Beattie's interest in guidance, in education, and in young people led him to play an active and influential role in activities that would assist in making the educational system better serve the needs of the pupils.

The Canadian Research Committee on Practical Education

Another association in which Beattie took an active part was the Canadian Research Committee on Practical Education, an organization established to find out if education was meeting the needs of the day. The committee consisted of one representative

of each of a number of associations in the fields of agriculture, commerce, education, industry, labour and the home. The research was financed by various national associations, individual firms and labour organizations. The committee issued four reports: Practical Education in Canadian Schools, March 1949; Your Child Leaves School, March 1950; Two Years After School, March 1951; and Better Schooling for Canadian Youth, September 1951. The first report contained an outline of the organization of secondary school education in Canada with particular reference to vocational education. Data on school enrollment by grades was also included. The report indicated a lack of holding power of the schools. The final report summarized the finding of the research. It indicated that there were grave deficiencies in the education being provided by secondary schools. It recommended a greater emphasis on basic skills essential to all jobs and activities in everyday life. Also included among its recommendations were more stress on logical thinking, and the development of work habits rather than highly specialized skills. The report recommended the establishment of a national bureau of educational research which would work with provincial and local research bodies.

Beattie served on the Executive Board of the Committee and as well was the Chairman on the Ontario committee.

Personal Views on Guidance

Beattie's views on the development of guidance in Canada would seem, to the writer, to warrant some mention in this biography.

In the 1971 interview, he referred to tremendous changes that he had seen in guidance, both in the scope and philosophy of the concept. In the 1930's guidance consisted essentially of the administration of tests to pupils. These tests tended to be looked upon as exact measures of the pupils' capacities and abilities and were considered a measure that indicated what a pupil should or should not select as a future vocation. Thus a great deal of emphasis was put on the results of intelligence and interest measures. Later in the 1940's, guidance services had a strong vocational emphasis. The concern was with helping youngsters to look at themselves and then at the vocational world. Tests were used to gain more knowledge about the pupils' abilities and capacities, but were not looked upon as giving answers to a pupil's vocational problems. During the next twenty years, Beattie saw guidance services expand to include helping pupils with all areas of personal concern, personal problems, educational problems, and vocational concerns. He noted that it was not until 1955 that there was a realization that a person had to be highly trained in this field in order to perform an adequate job.

Beattie said that his greatest feeling of satisfaction comes from the fact that guidance services are now accepted as a necessary part of the educational system in Ontario. Guidance no longer occupies a specific department. It is accepted and thus run as part of services provided by the total educational system. He mentioned that in the early days of the movement, he worried that guidance would be a fad and would consequently pass

out of vogue as he had seen happen to many other movements in education. He was determined to work to establish guidance as something so necessary to the total educational program that it could not possibly be considered a fad. The fact that guidance has not faded but has grown and changed to meet the changing educational needs is a source of great satisfaction to this pioneer in the field of Canadian guidance services.

Commenting on the future of guidance, Beattie felt that guidance and counselling would become even more necessary. He mentioned societal changes that, he believes, will cause people to seek even more help with all their vocational, educational and personal problems. The fact that a shorter working day would create more leisure might point to a new function for counselors, that of aiding people in dealing with this extended leisure time. Also it would appear that people will change vocations at least once in the span of their working life. Here again, guidance and counselling services would appear to be all the more necessary to assist these people in making their more numerous vocational decisions.

Beattie also had one caution for those working in the field of guidance and counselling. He warned that counselors must not remain complacent about the guidance and counselling movement. He felt that a public relations program is needed to educate new teachers and pupils to the limitations as well as the possibilities of the work. This area is all too easily misunderstood; it is up to those involved in this work to educate both educators and public

as to the role a counselor may play. Beattie felt that counselors do not have magical remedies. Their role is to aid in making decisions and accepting the consequences of these decisions.

Summary

During Beattie's career, he became involved in many aspects of the educational system. Firstly, he may be viewed as a teacher frustrated with an impersonal school system, a teacher who then went out and sought solutions to the problem he saw with the educational system. Secondly, Beattie can be viewed as an administrator. In this role, he appears to exhibit talents in organization and a desire to update and improve the particular area that was his concern. He was able to establish guidance services on a province wide basis in Ontario so that they gained acceptance from both the public and educators. Beattie seems to have often fallen into the role of being the person to do the preliminary organization. Most of the administrative positions that he held were newly created. He was the first to attempt to establish guidance services in London; he was the first Director of Guidance for Ontarip; he was the first to hold the position of Superintendent of Special Services for the province of Ontario. In addition, Beattie was one of the first men to organize training programs that allowed counselors to work for some degree of certification for their specialized vocation. After the initial organization had been established Beattie generally moved on to work in a new area that called for someone with his talents. In

addition, Beattie can be viewed as a public relations specialist. He felt very strongly that one had to win people over to see the value and need for changes that were about to be made. This philosophy he followed when establishing guidance programs, when developing a province wide system of school records, and when updating the area of special education. Perhaps most important, Beattie should be viewed as a concerned person interested in the improvement of educational services. He felt a responsibility to young people, the responsibility of giving them an education that was relevant and that would adequately prepare them for their future lives.

CHAPTER IV

BASIC PRINCIPLES OF H.R. BEATTIE

Beattie and Brewer

In many areas, Beattie appears to have borrowed the ideas of J.M. Brewer, regarding the function of guidance. The fact that Beattie's views on guidance are most similar to Brewer is probably attributable to the courses Beattie took at the Harvard where Brewer was Head of the Guidance Department.

Like Brewer, Beattie believed that guidance was the answer to the problems of the day. Beattie felt that making students aware of their assets, liabilities and limitations would better enable these students to make decisions about their future. He was positive that guidance would work as reflected in a letter to the Toronto Globe and Mail, January 2, 1943. Beattie stated that:

> What is true in London must be true also of other centres in Canada. When students make unwise decisions it is because they have not been made aware of that which vocational guidance can give them.

Both Beattie and Brewer believed that guidance had to operate within the school system. Brewer held the extreme position that school was the laboratory of life and that guidance was a necessary element of all educational activities. Beattie's ideas were less extreme. He did not agree with Brewer's guidance infused curriculum. Beattie felt guidance activities should operate in conjunction with academic areas, but not as an integrated part of these areas.

Beattie did not, however exclude the classroom teacher from the responsibility for helping the students. Through daily contact with pupils, the teachers could refer students who they felt could benefit from help. The teacher was to be the person sensitive to problems and thus would refer students with problems to persons trained in guidance.

Beattie, like Brewer, emphasized that only highly capable people should be selected for guidance work. Both men believed that training in the fundamental principles of guidance was essential for all counsellors.

Another view shared by both men was that guidance should extend beyond the area of vocational selection. Guidance was to include assisting students with personal, academic and behavioral problems. However, although Beattie did hold this view, the programs he organized had a definite vocational emphasis. One might speculate that Beattie saw vocational guidance as the most important area. It did affect all students. Another reason for this definite vocational emphasis could have been the situation at that time. Few facilities existed to train counsellors. Those that did, appear to have trained people primarily as vocational counsellors. Thus, Beattie, in attacking the tremendous task of initiating guidance services, used the resources available and set programs up that placed the emphasis on vocational guidance.

Beattie also learned from Brewer a view regarding the task of guidance. Beattie (1971) stated that probably the most important thing he learned at Harvard was that guidance was not

to direct students or tell them what they must do, but to provide them with information to help in making their own decisions. In 1943, Beattie wrote that a counsellor "should be aware of the fact that his objective is not deciding for the student, but in helping the student reach a decision for himself (p. 28)." Thus Beattie appeared to have learned from Brewer a non-directive approach to counselling.

One other similarity may be seen in the approach to counselling taken by these two men. Both men placed emphasis on public relations. They spoke to school personnel, service clubs, and parent groups, soliciting support. They placed an emphasis on the need to gain public backing. Beattie, like Brewer, involved community businessmen in the guidance programs.

Beattie and Myers

Although, ideologically Beattie aligned himself with Brewer, the programs he organized reflect the influence of George Myers. The London program, for example, was organized around six basic divisions - cumulative records, tests and measurement, occupational information, counselling, placement, and follow-up. These areas are identical to those outlined by Myers in Principles of Vocational Guidance, 1941.

The counselling function as seen by Beattie was, however, not like that suggested by Myers. Myers (1941) saw counselling as an opportunity for directing the thinking of young people. Counselling interviews, as outlined by Myers, were to be focused only around a student's vocational plans. As stated previously Beattie

took a much less directive approach.

Beattie's Approach to Guidance

Guidance, to Beattie, was primarily and perhaps necessarily vocationally oriented. Although he did recognize that guidance services should include work with personal, social and educational problems, he did not see the guidance department as a clinic for problem cases. He believed that guidance should serve all pupils, not just those with problems.

As well, Beattie was concerned with the type of people selected to specialize in guidance. Beattie (1971) stated that some very well meaning people were not suited to do guidance work. "Missionary minded teachers", no matter how well meaning, did not have a place in this new movement. Guidance was also not a place to put poor teachers who could not succeed in the classroom. It was too important work for those who were not outstanding educators and who did not have the respect of both pupils and staff. In addition, Beattie did not want to bring outsiders in to do this work; he wanted to use those who were already in the school system. He believed that these people could do the best public relations job in selling the value of guidance to the system as a whole. Essentially, those selected by principals to train for this work were to be teachers with a good teaching record who, in addition to this, enjoyed the confidence of both pupils and teachers. These people when trained would be able to win the confidence of others and be able to promote interest and respect for this new innovation in the school system.

The London Program

In January 1941, F.G. McAlister, the Chairman of the Vocational Guidance Committee, along with the Superintendent of Schools, G.A. Wheable, submitted a memorandum to the London Board of Education (Beattie, 1943). This memorandum called for the organization of a vocational guidance department which would function as follows:

1. To survey occupations compiling information on conditions of employment, opportunites for advancement, and abilities required.
2. To develop reference material on the above fields, on the training requirements of these fields, and on training courses available.
3. To assist students in self-analysis and provide vocational information to these students.
4. To train teachers to work in this area.
5. To co-operate with principals, placement officers, department of health officials, parents and employers.

This department was to be headed by a vocational guidance officer who would supervise the work of the counselors, train them, collect and compile vocational information, assist in the placement of students in jobs, follow-up these placements, and promote the idea of vocational guidance among parents and teachers. The committee recommended that there be two counselors in each high school to assist students in making vocational decisions.

The proposal was accepted by the London Board of Education and the program was begun in September, 1941 under Beattie's direction.

The Need

Before examining this program, it would seem useful to look at the need that brought it about. A survey done by Beattie when he began this job, points to the lack of information and the inadequate methods used by pupils in making their choices of future careers. Results of the survey were as follows:

1. Most of the students made occupational choices based upon insufficient data. Students were generally not familiar with the mental, physical, or educational requirements of professions.

2. Students' occupational choices were grouped in certain well known fields.

3. There were not sufficient openings in these well known fields to be filled by those choosing them.

4. Forty-four per cent of the boys and twenty-five per cent of the girls had no idea of what fields they wanted to enter.

This survey pointed to the necessity of providing some sort of educational program to acquaint students with occupations and to give them some knowledge about themselves - their abilities, interests, aptitudes. Results of this survey appeared to support the feeling that some type of vocational guidance program was called for in the City of London. The survey also noted that the war had a profound effect upon the ambitions of the young. New professions such as aviation appeared to have the greatest appeal to students while essential established professions, dentistry being one example, appeared to have very little attraction.

Not mentioned in the survey conducted by Beattie, but also a concern of the day reflected by editorials in the London papers was a fear that talented and intelligent pupils would drop out of school

to take on immediate jobs. Two possible solutions were proposed to this problem. One answer was selective service, a government controlled scheme whereby students possessing high ability were to be forbidden to leave school; it would be impressed upon them that their most valuable contribution to the war effort would be to continue their studies. The other possible answer lay in vocational guidance where it was hoped that the pupil would learn more about himself, come to the realization that any short term effort was not the most beneficial either for his country or himself. In commenting on the role that he felt vocational guidance could play in lessening this trend away from completing high school, Beattie had this to say in a letter to the Toronto Globe and Mail.

> . . . definite steps should be taken to ensure that Canada in its post-war period has a supply of scientists, doctors, engineers, etc. This is important. The answer is not Selective Service. It is Vocational Guidance. There is not sound reason why this function should be turned over to some outside agency. It is a function which must be performed within the educational field or else it must need be that some other agency will take it. (January 2, 1943)

Thus, by initiating a comprehensive vocational program, the London School Board hoped to accomplish two things. First, it hoped to provide students with knowledge of themselves, and knowledge of specific occupations. This knowledge would assist students in making realistic occupational choices. Secondly, and perhaps partially resulting from insight into the importance of selecting a career, it was hoped that students would complete their secondary training instead of leaving school to enter war industries. This idea was stated by Beattie in the same letter to the Toronto Globe and Mail

(January, 1943). In speaking of the faith he had in guidance, Beattie said "Our experience has been that youth, when confronted with a problem and when given information of what they are capable of doing, will in most cases, make decisions that are sound."

The Program

The vocational guidance program in London was organized around six basic divisions - counselling, tests and measurement, occupational information, cumulative records, placement and follow-up. A short discussion of each division will give a fairly comprehensive view of the scope and dimension of this guidance program.

Counselling was considered the most important function. One man and one woman in each high school were allotted time for counselling activities; the man was to counsel the boys, the woman the girls. This service was directed to all students in the system, especially the senior students. All senior students were interviewed regarding their vocational plans. The counselling interview was vocationally oriented and to be conducted so that "the pupil leaves it feeling the choosing of a vocation is a serious undertaking for which the responsibility rests with him (Beattie, 1943, p. 27)." Thus in that sense the approach was non-directive. However, the structure or format of the interview was to be decided by the counselor. In preparing for the interview the counselor was to study the cumulative record of the student, to select items for consideration, and to plan the interview with reference to the personality needs of the pupil. Beattie (1943) in outlining the role of the counselor, saw the counselor as providing:

1. A process of release whereby students could vent tension about vocational insecurity.

2. An opportunity for the counselor to interpret facts for the pupil through explanation and discussion.

3. Insight for the pupil about himself. Here the counselor was to work on the emotional rather than the intellectual level.

4. An opportunity to make plans. This was the summation of the interview.

5. An opportunity for the student to make adjustments on previous plans.

Tests and measurement, another division of the program was to be a means of gaining information about the individual pupil. Tests were used as tools for providing this information. They were not considered predictions of exactly how far a child could go in school. Intelligence, interest, and aptitude tests were used in this program. Some such as the Otis Test of Mental Ability, the Strong Vocational Interest Blank, and the Kuder Preference Record, would be familiar to counselors today.

A third division of the London program was the gathering and distribution of occupational information. One of the first tasks undertaken by Beattie was the preparation of information on professions in Canada. Existing material related to the requirements and opportunities in professions was largely of American origin. Beattie set out to prepare an edited series of occupational studies to deal with occupations from a Canadian point of view. This involved a mimeographed occupational series listing the educational requirements, trends, salaries and work involved in these jobs. This information was distributed to

students through occupational classes and when appropriate, during regular classes pamphlets, films and library books were also part of the occupational material provided. The distribution of such information was regarded as a continuous process - students were to constantly be given information and encouraged to investigate careers.

The guidance department was also concerned with the keeping of school records. At that time in Ontario, record keeping was the responsibility of each school board; there were no province wide requirements as to the records kept on pupils. Each school board kept whatever records it found useful. In London, the introduction of guidance brought about a need for a systematic method of recording the activities and achievements of pupils. The vocational counselor needed information about pupils' backgrounds, school achievement, interests and standardized test results. Thus Beattie became involved in devising appropriate school records for the guidance department. On the record cards that Beattie devised were spaces for pupils' tentative occupational choice, for standardized test results, for notes on individual interviews and for listing vocational experience. A unique feature of these cards was a personality rating schedule. Once a year students were rated on a five point scale by their home room teachers or counselors on the following traits: co-operation, courtesy, industry, initiative, reliability, and personal appearance. These ratings were considered of vital importance as the information was used to aid in recommending

students for employment. Beattie designed all the forms and records used in the London program as no previous program had necessitated the use of such records. Later these forms were used as the basis for records in Hamilton, Ontario and ultimately for a province wide cumulative record system.

This program not only informed students about occupations but also sought to find employment for those deciding to seek a career immediately after high school. This was the fifth function of the guidance department.

Although during the war the National Selective Service required that pupils over sixteen obtain a permit to work, arrangements were made in London for this to be a mere formality. The actual placement of the pupils was done by the guidance department because of special arrangements made with the Selective Service Department to allow the guidance department to contact employers. The guidance department contacted employers to find out what positions were available and to inform them of the placement service. Applications for students seeking employment were filed at the guidance department and every effort was made to select the most suitable applicant for the position. The department endeavored to provide employers with pertinent information concerning the applicants that were sent for interviews. To promote this placement service, Beattie made personal calls on businesses to acquaint them with the services that the schools offered.

The sixth division in the program was an evaluative phase intended to assess the results of the work done. The personality

ratings and other measures were to be evaluated against actual performance. Students and businessmen who had experienced the program were to be asked for suggestions as to ways to improve programs and instructions. Employers were to be visited to obtain progress reports on employees. This phase, although considered to be important, did not get the time it deserved (Beattie, 1971). The department was so busy developing other aspects of the program that there was little time to do the extensive follow-up that was needed.

Early Days of the Program

Recalling the early days of the London program, Beattie (1971) said that persuading the public of the need for guidance services was not a problem. However, apathy, indifference and scepticism on the part of the teachers had to be overcome. Beattie was often told that guidance was just a fad in education and would fall out of vogue. He had difficulty getting principals interested in organizing guidance services. Beattie (1971) said, "I knew the principals in London personally as friends . . . but to get an invitation to do things in their schools - no."(See Appendix, p. 79)

Beattie approached this problem indirectly. He spent a great deal of time speaking to groups of concerned parents. His objective was to get pressure coming from the parent and the community that would give him the entrance to the schools that he wanted.

In spite of the hesitancy on the part of school officials, the guidance program in London met with success. Eventually administrators began to see guidance as providing a valuable service. Newspaper articles of the day have favorable comments on the program.

It appeared that the young people were being assisted by the guidance program. In the two years he spent as director of this program, Beattie managed to establish guidance in the London school system. Guidance was recognized as providing service to pupils, to parents, and to school personnel. In the spring of 1943, Beattie resigned. He was succeeded by J.P. Nethercott under whose direction the guidance department continued to expand.

Guidance Services in Hamilton, Ontario.

The establishment of the guidance program in London generated interest in such programs in other major Ontario centres. Hamilton was one of these centres. A special committee of the Hamilton Board of Education was authorized to prepare a plan suitable to the educational needs of that city. This committee recommended the institution of a department of guidance similar to that in London. However, in Hamilton, they seemed to feel that the word guidance might alienate the public. They thought the public might interpret "vocational guidance" to mean that students would be directed into vocationally oriented schools. The public might think that the program would impose decisions on young people. Therefore, the Hamilton School Board chose to call their department, the Department of Career Planning. It would seem that in the early days of guidance this problem of semantics was considered important.

Heading the Department of Career Planning was Beattie, the director, responsible for the establishment of a workable program in the schools. The organization of the Hamilton program was similar to that in London. The program itself does not seem of particular significance.

The one area worthy of mention in the Hamilton program concerned the keeping of records. For use in Hamilton, Beattie developed a cumulative record form that would follow the child from kindergarten to grade thirteen. This arose from the need of the guidance services to have an organized method of recording pertinent information regarding students. With the proposed record in hand, Beattie visited each principal in the system explaining the reasons for the form and assuring them that secretarial help would be provided to set up the record keeping system. This sales job appears to have been very successful, as Beattie (1971) said that when the school board finally required the use of the records, it was already accepted by school administrators. This school record form later served as the basis for the cumulative record system adapted in all Ontario schools.

CHAPTER V

THE ORGANIZATION OF GUIDANCE ON A PROVINCIAL BASIS

By the early 1940's guidance programs organized by individual school boards appeared to be popular and to meet with public support. The public were interested in the young people and in improving the educational system to better meet the needs of the post-war period. One fact that concerned both educators and the public was that over fifty per cent of all high school students had no occupational goals in mind. It became apparent that something more than locally organized guidance programs were required. Leadership was needed from the provincial level.

The 1943 Report of the Survey Committee of the Canada and Newfoundland Education Association helped by hastening the organization of guidance in Ontario (Beattie, 1971). The committee took the position that guidance was essential and recommended a carefully structured program which was to utilize competent, trained teacher counselor. Such a program required organization at the provincial level.

The Guidance Branch

On May 16, 1944, Premier George Drew addressed a meeting of the Urban School Trustees Association. He announded the creation of a branch of educational guidance in the Department of Education. This branch was "to enlarge and make operative throughout the province, the work of educational guidance undertaken in Toronto,

Hamilton and some smaller centres (The Toronto Globe and Mail, May 18, 1944)."

He did not, however, announce the name of the director of this new branch. Beattie was widely rumored to be the man who was to fill this new position as he was considered a leading authority in Ontario in the guidance area (The Hamilton Spectator, May 18, 1944). Later that month, the announcement was made that Beattie would assume the direction of the Guidance Branch.

The Organization of the Guidance Branch

When Beattie began his duties as Director of the Guidance Branch, no set programs were laid out for guidance services in Ontario schools, other than a required one period a week of group guidance at the grade nine level. The task, as Beattie saw it, was to do the same thing at the provincial level as he had done in London and Hamilton. He had to get guidance accepted by teachers and trustees as a necessary part of the educational system. He also had to educate the public as to what guidance could and could not do.

Beattie spent much of his time during the first year at the job travelling throughout Ontario meeting with teachers, parents and administrators, explaining to them what they could expect of guidance services. He addressed clubs of all kinds - Rotary, Kiwanis, Lions, Kinsmen, business and professional women's clubs. He felt that guidance and personnel services could not be legislated. People had to see the value of this service in order for it to be successful.

When addressing these various groups, Beattie tried to carefully explain the limitations of guidance. He often noted the fact that guidance was a very misunderstood concept. Some people tended to see guidance as a shortcut to success. Others had the idea that tests were to be given to the pupils and from the results of these tests pupils would be told what they could or could not do. Others thought that guidance should be for the inculcation of correct living habits, or the development of citizenship, or for dealing with problems of school adjustment. Beattie felt that the same basic principle underlies all of these different ideas of what guidance should entail. He believed that the purposes of education was not only to train the mind; but to develop social, civic and emotional growth. The guidance point of view subscribed to by Beattie put the emphasis on the full development of each individual to the limit of his abilities and capacities, on the giving of assistance to each student to help him make intelligent decisions and on the satisfactory transfer of pupils from one educational institution to another.

When explaining the reasons for the introduction of guidance service at that particular time, Beattie would point to a changing philosophy of education. Twenty-five years earlier, education had meant the skill of imparting knowledge. Just how the pupil used this in his life was not the task of the school. However, a change in the scope and tempo of everyday life had put more responsibility on the educational system. The school had to

be concerned with helping students to look at themselves and to assess their abilities, strengths and weaknesses. The school had to help the student to look at himself in relation to the occupational work and to look at occupations where he might be the most successful. This meant more than a short term relationship with the pupil. It meant the study of the child throughout his school career so that the vocational counselor would have the knowledge to help the child in the task of looking at suitable occupations.

In his speeches, Beattie discussed what he considered the essentials of a good guidance program. First in order to give pupils adequate advice and assistance, it was necessary for the guidance officer to have a complete understanding of individual pupils. This required the development of adequate school records. Also needed was correct, accurate information on occupations in Canada. Finally, in order that the programs would be effective, adequately trained teacher-counselors were essential. Beattie explained that it would be impossible that adequate guidance services could be organized over night. It would take several years to get the pupils personnel records in an adequate state, to train personnel, and to permeate the schools with the guidance philosophy.

In the Annual Report of the Ontario Department of Education, 1945, Beattie outlined the progress that he had made in establishing guidance services in the first year of operation of the Guidance Branch. He noted that the fundamental framework for guidance

services had been organized. In larger Ontario schools organized guidance programs had been initiated. Smaller schools, however, had to rely on informal guidance practices, that is untrained teachers giving what help they could to pupils. The department was attempting to aid these smaller centres in providing the best possible services under these conditions. The report noted a growing interest in guidance services both within and without of the school system. Local authorities had been very helpful in providing space, time, and privacy for individual counselling.

With specific reference to school programs, the report stated that the goal of the department was to have the equivalent of one trained teacher-counselor for every five hundred students. In the area of group guidance activities, the only obligatory program was two periods per week at the grade nine level for a program termed "Occupations". However, the report referred to the fact that many secondary schools provided similar classes at the grade twelve level.

The Annual Report of 1945 also mentioned the development of guidance services in elementary schools. The emphasis was placed on having elementary guidance aid and support the programs offered in the secondary schools. Several activities were suggested for elementary guidance. Pertinent information about students was to be kept to give the teacher-counselor a better understanding of the schools. In grades seven and eight, teachers could develop student awareness by holding discussions with students about their educational plans. Elementary guidance was to strive for the

development of each pupil to the limit of his capacities and abilities. However, no mention was made of how this was to be done. Also, elementary schools were to prepare students adequately for secondary school life. These appear to be very general goals and seem to be essentially an extension of secondary school counselling. It was to be many years before clearly defined guidance and counselling activities that servioed the needs of the elementary schools were developed.

As well as encouraging both individual and group counselling activities in the schools, the Guidance Branch was working closely with the Vocational Guidance Centre in distributing occupational information, tests, and other guidance materials to the schools. The Vocational Guidance Centre had in 1945 begun publication of the School Guidance Worker, an informational periodical on development in the guidance area. This was sent free to every Ontario school.

In addition to the above activities, the branch had worked in cooperation with the Canadian Broadcasting Corporation to produce five school radio broadcasts which were heard in high schools throughout Ontario. Each program was introduced by Beattie. These programs helped to inform young people about themselves and decisions that they would have to make. Titles of these broadcasts give some idea of their scope and purposes. They were titled as follows:

"Four friends, which do I resemble?"
"My education, shall I remain in school or seek a job?"
"Self-confidence' Shall I decide for myself or depend upon others to tell me?"
"Aspirations and Indecision."

In the first year of its operation, the Guidance Branch established the basic framework for the organization of effective guidance services particularly in the secondary schools. Although much had been accomplished, much more was still to be done. In several addresses to local school authorities, Beattie mentioned that guidance services could not be established instantly. It would take careful planning and time before guidance services could offer their best to Ontario students. In the first year of operation, however, the idea had been sold to most school authorities, guidance services were introduced into most secondary schools, and pertinent information was being distributed to schools relating to occupational information. Guidance was finding its way into the Ontario school system.

At the end of the first year of operation, the Guidance Branch began to expand. Beattie, who had been the only person on staff during the first year, appointed an assistant, Mrs. Olive E. Palmer, now Mrs. John Diefenbaker. She had been on staff at a large collegiate and had experience in the guidance area. She was a valuable assistant and did much to establish guidance services in Ontario schools (Beattie, 1971). Mrs. Palmer specialized mainly in secondary school counselling. In 1946, another assistant, Keith M. McIntyre, was hired. McIntyre was a registered psyshologist as well as a qualified teacher with experience as a Vice-Principal and Principal. He specialized more in the elementary area. He also lectured at the Ontario Guidance Summer Courses as part of his duties. Five years later McIntyre left the Department of Education

to become Co-Ordinator of Guidance and Psychological Services for the Town of Leaside which later merged into the Borough of East York, Metropolitan Toronto.

Training of Guidance Personnel

With the establishment of guidance programs came the need for trained counselors. However, in 1941, the Ontario Department of Education had suspended all summer courses for the duration of the war. This resulted in a complete absence of guidance courses in the province at a time when guidance programs were being established and trained personnel were needed. Teachers who desired training often went to American universities to take appropriate courses.

In 1943, McMaster University recognizing this need, offered summer school courses in guidance. In 1944, these courses were offered again and led to a diploma in Vocational Guidance. Beattie supervised and taught some of these courses. These courses provided a grounding in general psychology and political economy. In the Vocational Psychology course the student was instructed in the use of tests and measurements. Three other courses were included in the program - "School Organization and Administration," "Educational and Labour Legislation," and "Occupational Information, Job Analysis and Personnel Procedures." A student had to attend for two or three summers in order to complete this program. At the conclusion of the course, students had to write a comprehensive exam and complete an approved project before being granted the diploma.

In 1945, the Ontario Department of Education again offered

summer courses. However, the courses in Vocation Guidance which had, previous to the war, been offered at the Ontario Training College for Technical Teachers, were not re-established. Instead the Ontario Department of Education started a program leading to three levels of certification - elementary, intermediate and specialist.

In the summer of 1945 only courses leading to an Elementary Certificate in Guidance were offered. In order to enroll in the course, applicants had to have two years of successful teaching experience plus the recommendation of their principal. The program itself involved a five week course designed to introduce those attending to the basic principles of guidance. Three subjects were included in this introductory program - Principles and Techniques of Guidance, Tests and Measurement, and Group Work in Guidance. It appears that this course received enthusiastic response as during the first year it was offered over one hundred and fifty enrolled in the program.

In 1946, the Elementary Course was repeated and courses leading to an Intermediate Certificate were introduced. In the Intermediate program, students took courses in Theories of Counselling, Mental Health and Child Development, and Administration of Guidance Services.

In 1947, in addition to the two courses previously offered, a Specialist Course was introduced. Only those who had previously completed the other two programs were eligible to enroll in this program. This program entailed an in depth coverage of topics that had been studied for the two preceeding certificates. Subjects included in this program were a study of the occupational

world with related education, training in research and statistics, and the adolescent personality and mental health. Before receiving the Specialist Certificate in Guidance, the candidate was also required to complete a field study approved by the Director of Guidance. This study was to be completed in the year after the actual courses were taken. Upon the acceptance of this study, the candidate was granted the Specialist Certificate in Guidance.

These courses were extremely popular. Teachers from secondary schools all over the province attended. Beattie (1971) gave much credit for the success of these programs to the well qualified instructors who taught the courses. As well as Beattie who did some of the instructing, men involved in the fields of psychology and mental health lectured during these summer school courses. The course in Mental Health and Child Development was given by Dr. William Line, a professor of psychology at the University of Toronto and a past President of the Canadian Psychological Association. Dr. John Long and Dr. Earl Burnhart who were associated with the Canadian Psychological Association also lectured during these summer sessions. Dr. J.D.M. Griffin, who was then General Director of the Canadian Mental Health Association, instructed in the area of mental health. The contributions of these men helped to give inspiration to guidance workers in the province and to account for the success of guidance services in Ontario.

Teachers who had taken courses at McMaster University and at American Universities desired certificates valid in Ontario.

This provision was made for these people to apply for exemption from attendance at the Department of Education summer courses and for entrance to a comprehensive examination. Usually credit was only given towards the Elementary Certificate in guidance. Enrollment in the McMaster program gradually decreased in the years after 1945, and this diploma program was eventually dropped. On the other hand, the University of Ottawa established guidance courses which became increasingly popular, probably because these courses were patterned in content upon the courses offered by the Ontario Department of Education (Beattie, 1972).

Axford (1965) stated that except for slight revisions such as the addition of a counselling practicum, the courses have remained essentially the same as those set up in the 1940's. Enrollment in these guidance courses has steadily increased. Eventually the Department began to offer the courses towards the Elementary Certificate in centres outside of Toronto to encourage teachers from remote areas to take the training.

The Ontario School Record System

Adequate information about students was essential to the effective guidance service Beattie was attempting to organize in Ontario. Counsellors needed information about grades, abilities, interests, test results, and school progress in order to effectively work with the pupils. Since record keeping was a necessary part of the guidance program, the newly formed Guidance Branch became concerned with the improvement of the student records.

Criticism of the record keeping system and a demand for

change was coming from sources other than the Guidance Branch. In the latter part of the 1940's Ontario had a Royal Commission on Education, the Hope Royal Commission, which published its report in 1950. During the hearings of this commission there was often criticism of the methods of keeping records in the schools.

Beattie (1971) remembered that Dr. Althouse, Chief Director of Education for the province felt that action should be taken on the state of the school records before the report of the Hope Royal Commission was released. He directed Beattie to examine the existing system and to devise a system of record keeping that would be more adequate.

Commenting on the state of the records he examined in Ontario schools, Beattie (1971) said that many of them were "nothing more or less than a compilation of the misdemeanors that a youngster had committed from the day he entered school. (See Appendix, p. 91)" Others, Beattie remembered included only the name, grades, days present and the date the pupil left school. To Beattie, it was obvious that the records were inadequate.

Using the form he had developed in Hamilton as the basis for a new record Beattie drafted a form which he felt would fulfill the needs of the system. He then consulted with colleagues in the Department of Education and the superintendents in charge of both elementary and secondary education. Also, he obtained the reaction of principals and parent groups to the proposed form. After six months of consultation the proposed school record was turned over to the Guidance Centre in the College of Education. The guidance centre was given the copyright and responsibility for distribution

form. Samples of the newly devised record were sent to every principal and school inspector in the province. Use of the form was not manditory; if a principal wished to use this new record, the forms were available through the Guidance Centre. Beattie (1971) recalling that the new record system was very well received, said "I never saw anything that went faster in my life than the establishment of that record system (See Appendix, p. 92)." By the time the system was made compulsory, it was already well established in the province, and there was little opposition to the establishment of this new record keeping system.

It seems useful at this point to briefly describe the construction and use of the new record. It was essentially a standard form for the recording of information about pupils. There were places for the name, address, school grades, standardized test results, and information about interests and abilities of the pupil. There was also a section where persons holding more confidential information about the pupil could put their initials. Information of such nature was not to be recorded on the chart as it was felt that it could easily be misinterpreted. The actual content of this record does not represent, to the writer, any great educational advancement. It was simply a systematic method of recording needed information. The significance seems to lie in the fact that this was a standardized form which was to follow the child throughout his school career. In addition, these records were transferable to any school in the province that was under public administration. Thus some degree of uniformity and order was provided in the keeping of needed information about pupils

in the province.

Beattie (1971) stated that one issue that arose concerned the confidentiality of pupils' records. The policy adopted by the Guidance Branch was that records were to be kept confidential. However, any parent or pupil had the right to request an interpretation of the content of the record. Such parents, for example, might be told how their child scored on an intelligence test in general terms - better than average, average, slightly below average. They would not, however, be told exact scores as they might misunderstand this information. The record was destroyed after a pupil had been out of school for five years. All that was retained was the basic information about the grades a pupil had completed and the marks he had attained. In this manner, it was hoped the pupil would be protected from being labelled or from a misinterpretation of the information on the records.

The Evolution of Guidance in Ontario

The evolution of guidance in Ontario may be viewed through annual reports issued by the Department of Education. The Annual Report of the Ontario Department of Education, 1955, noted that by 1955 guidance was an accepted part of the educational program. In the ten years since its inception, most schools in the province had made provision for both individual and group counselling, and for a pupil placement service. The record system which had been introduced to meet the needs of guidance services had meant a great improvement in the keeping of official records. However, it was again being revised and updated to meet the changing needs of

the system. Training courses were also being improved. Refresher courses were offered for those already holding specialist certificates. In addition, short in-service training programs were offered throughout the province to introduce elementary as well as secondary school teachers to the basic principles of guidance.

Eight years later, the 1963 Annual Report of the Ontario Department of Education noted that because of the increasing need for adequate personal, educational, and vocational services, the Guidance Services Division had been steadily expanding. Emphasis was being put on providing greater assistance to counsellors on the job, on improving the selection and training of counsellors, and on achieving a more satisfactory standard of service to the students. The report stated that over fifteen hundred counsellors and teachers were involved in school guidance programs. The summer school courses offered by the Department of Education had been modified and expanded to meet the needs of teachers working at the elementary level. More emphasis was being placed on the theoretical and practical preparation for counselling. In-service programs were being continued for those already working in the field. The Department continued to be active in promoting radio broadcasting on guidance and careers.

In 1964, the Annual Report of the Department of Education stated that guidance services continued to gain popularity and acceptance. Principals were recognizing the value of guidance and summer course enrollment was increasing. More vocational information was available. Refresher courses were being provided for trained personnel through in-service programs. This optimistic report on guidance is, however, the last comprehensive assessment of guidance services in the Annual Reports of the Ontario Department of Education.

In 1965 the Guidance Branch went out of existence. Beattie (1971) explained that guidance was so well accepted in the Ontario educational system that it was incorporated as part of the total educational picture. The functions of the Guidance Branch were assumed by other departments as part of the regular performance of their duties. Thus in 1965, both Beattie and the Guidance branch retired.

From 1965, on, it is difficult to trace the progress of guidance services in Ontario. The Annual Reports of the Department of Education contain few references to guidance except for charts on attendance at summer school guidance courses. In 1969, the Annual Report noted that group work in guidance was being changed in the school system. Changes were being made in the group guidance courses to promote a greater sharing of responsibility in the guidance program by students and teachers. In this report, there was, however, no reference to the extent or function of counselling services. In 1971, the Annual Report referred to a conference entitled "Vocational Guidance - Responsibility of the Guidance Counselor" under the curriculum section. In that same year a Student Guidance Information System was being introduced by the division responsible for Data Processing.

It is somewhat easier to find out the present status of training programs for counselors in Ontario. The Department of Education still offers courses leading to the three levels of certification - elementary, secondary and specialist. In order to work as a guidance counselor in Ontario schools, a person must hold such certification. The Ontario Institute of Studies in

Education at the University of Toronto offers a Master of Education degree in guidance and counselling. By agreement with the Minister of Education, this degree fulfills the academic requirements for the province of Ontario Specialist Certificate in Guidance. The University of Ottawa also offers graduate work in school counselling.

One can assume, then, that guidance services are well accepted in Ontario schools. The basic requirements for training to perform guidance services are unchanged - a person must hold valid certification by the Department of Education. The scope and extent of guidance services seem somewhat difficult to ascertain. Although guidance and counselling are considered essential to the total educational process, Ontario appears to have become somewhat complacent about this area. In Alberta for example, the 1970 and 1972 Annual Reports of the Department of Education outline the Guidance and Counselling services and describe the aims and objectives of the program. The Ontario Reports of the same years contain no references to guidance activities. One wonders whether a Guidance Branch with an enthusiastic, tireless worker such as Beattie, is not a definite asset to a comprehensive guidance program.

CHAPTER VI

BEATTIE IN PERSPECTIVE

Beattie is truly a Canadian pioneer in the field of guidance and counselling. He dedicated over twenty-five years to the goal of establishing guidance as an essential part of the total educational process. His work in this area extended outside of his home province. He helped promote guidance across Canada, and was even influential in the United States for his part in the formation of the American Personnel and Guidance Association. Although he saw many changes in the scope and theoretical basis of counselling, Beattie appears to have been a flexible administrator who was receptive to changes in the guidance concept and had the ability to adapt guidance programs to meet new objectives and needs.

Perhaps to better understand this man, one should refer to the recollections of his associates. Keith M.McIntyre worked as an assistant to Beattie from 1946 until 1951. He attributes Beattie's success to a number of factors. McIntyre (1973) stated that Beattie was able to secure well qualified assistants "not only on his own provincial staff, but also as heads of local guidance services in the cities, towns and individual schools (See Appendix, p. 118)." Beattie succeeded in attracting competent people who often rose to become school administrators and professors in colleges of education. These men were then able to continue the promotion of guidance by virtue of their influential positions. McIntyre further noted that at least four of the presidents of the Ontario Secondary School Teacher's

Foundation were Heads of Guidance from such cities as Hamilton, Brantford, Windsor and Sault Ste. Marie. Under Beattie, guidance gained "a prestige that was a significant factor in its development."

McIntyre also said that the success of guidance in Ontario is attributable to the soundness and common sense of the principles and guidelines set up by Beattie. He mentions the following criteria as particularly significant. Beattie selected guidance personnel for personal qualities and for an ability to relate to others, as well as for their interest in guidance. Counselling was to be done by experienced teachers who could enlist the cooperation of principals, staff and parents. Training courses for teachers were established as a requirement for guidance work. As well, Beattie insisted that time be set aside on a regular basis for counselling and encouraged group guidance work. McIntyre also mentioned Beattie's influence in establishing the Ontario School Record System and his cooperation with Morgan Parmenter as factors that contributed to the success of guidance in Ontario.

McIntyre described Beattie as "a tireless worker who lived and thought guidance every waking moment. Beattie was a perfectionist who demanded a great deal of himself and of those who worked for him. (Appendix, p.121)."

Frank Clute, the Director of Guidance for Ontario from 1957-1965 and now a lecturer at the University of Western Ontario, has known Beattie for over thirty years. Of Beattie he stated:

> . . . a man of integrity, industry and initiative possessing the necessary qualities of leadership to develop and coordinate a province wide program of guidance. (Appendix, p.117)

Clute said that few people have shown more dedication to a task than Howard Beattie brought to the educational and organization work. Clute noted that although there have been many changes in emphasis and practice, the basic principles espoused by Beattie still are the basis of the Ontario program.

Beattie, then was a dynamic, forceful administrator, capable of organizing a new concept with the support and respect of his colleagues. He appears, to the writer, as a practical person. His skills were in the area of administration. He was a supersalesman who had the power to convince people of the importance of his work. He took a loosely defined concept - guidance - and turned it into a workable, well accepted school program. He was not a man given to dreaming or theorizing. He was a practical man who wanted to see guidance serving the needs of the educational system. This, he accomplished.

Beattie was not an intellectual. He was not deeply concerned with developing theories of counselling or empirically testing the effectiveness of guidance. His ideas and beliefs as to the scope and dimensions of counselling and guidance appear to have been borrowed from others who were, perhaps, less practical and more interested in intellectual pursuit.

Beattie's work in guidance was valuable. His influence of the manner in which guidance was to operate in the Ontario school system is still felt today. His devotion to guidance and his tireless work in education make him a pioneer in education in Canada, as well as in guidance.

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APPENDIX

APPENDIX A

PROPOSED LIST OF QUESTIONS FOR H.R. BEATTIE

Early Training and Work

1. When did you first become interested in the guidance area? Why?
2. You took postgraduate training at the Harvard Graduate School of Education. Was this in the guidance area? If so, could you elaborate on this?
3. When at Harvard, did you work under John Brewer? Were you influenced by him?
4. You worked in Ontario as a teacher or principal for 17 years. Were you ever working in the area of school guidance during this time? What was your major area of interest in teaching?
5. Could you describe the need as you saw it for organized school guidance services during the 1920's and 30's.
6. What were the nature of any guidance services that existed at that time?

Early Philosophy and Problems Encountered

7. Could you give me some idea of the early guidance movement. What were its strengths and weaknesses in Ontario? In Canada?
8. Who do you feel most influenced your views of:
   (a) education
   (b) guidance.
9. In the early 40's organized guidance was a newcomer to Canada. There were several different points of view concerning the

9. scope and range of services, the relation of guidance to education, and the roles of those involved. The three men who stand out in reflecting the thinking of the day were:

J. Brewer
George Myers
Arthur Jones

You seem to have been very much in accord with the views of G. Myers. He saw guidance as primarily vocational guidance - assisting the individual to select from many occupations for which he is suited and aiding him in preparing for and entering into the world of work. Why did you subscribe primarily to these ideas? How did you feel about the views of Brewer and Jones?

10. Do you feel that Canadian guidance was an extension of the U.S. system? Was there any influence from other countries, such as Britain?

<u>London Program, 1941</u>

11. What conditions existed in London to bring about the establishment of such a program?

12. Did you pattern the structure of the London Program on the ideas of G. Myers? Why did you find his model the most feasible?

Myers Model consisted of:
1. Cumulative records
2. Tests and measurement
3. Occupational information
4. Counselling
5. Placement
6. Follow-up.

13. What modifications did you make to suit the particular needs of the London system?

14. What major problems were encountered in establishing such a program?

15. One aspect of this program was a student placement service. Was this a feasible idea?

16. Was this program typical of those in Canadian schools at this time or was it one of the first of such programs?

17. One unique feature of this program was the role of the Kiwanis Club. How did they fit into the program?

18. This program had a strong vocational emphasis. Did you find that incidentally, other types of problems (such as problems pertaining to school subjects) were handled?

19. You emphasize the importance of the interview. What did you see as its function in vocational choice? Why was it so important? What would be the features of a good interview?

20. What personality traits did you want in your counsellors?

21 What educational background did you require?

22. Testing was one major part of this program. This seems to be an area you felt had to be skillfully handled. What problems were there in using such tests as intelligence tests, interest tests and aptitude tests?

23. In your report on the London program (1943), you suggest that much in the way of vocational guidance especially skills such as letter writing, could be taught through existing school subjects. Did you meet with success in using existing subjects for these purposes?

24. Do you know of any programs in Canada that were patterned after the program you established in London?

25. Was the program you established in Hamilton, Ontario, similar to the one in London? What were the differences, if any?

Guidance Branch

26. In 1944, you were appointed Director of Guidance for the Department of Education. What were your duties and responsibilities in this capacity?

27. Also at this time you became involved in the training of counsellors. Could you discuss the summer school set up for this purpose:
    1. Selection of applicants
    2. Aims of the program
    3. Program itself.

28. Was it difficult to persuade school boards of the need for organized guidance services?

29. You indicated in a 1953 address to a convention of the High School Boards that considerable difficulties were encountered in obtaining information regarding educational opportunities and requirements. Could you elaborate on this problem, and the approach you took to solving it.

30. What effect did World War II have on the guidance movement? You seem to indicate that it showed the necessity of counselling students who were entering the job market.

31. Ontario seems to have suffered a lack of adequately kept school records. The records were poorly kept and not coordinated throughout the student's school career. You seem to have considered the cumulative record one essential to an adequate guidance program. Could you comment on the development of the Ontario Record System? When was an adequate system established? What was your part in this?

32. In 1953, you wrote an article concerning the need for an elementary guidance program distinctive from the existing secondary programs. What needs did you see for such a program at the elementary level? How was such a program to differ from the programs in secondary schools? Were you able to implement such programs in Ontario schools?

33. From 1949-50, you were the president of the Council of Guidance and Personnel Associations (now the American Guidance and Personnel Association). What was the nature of this organization at that time? What were its aims and purposes? How did you, a Canadian, come to be president? As a president, what were your duties?

(a) What did you see as the purpose of these programs? Primarily developmental? Primarily preventive?

(b) Did you see them as having a vocational emphasis?

(c) Did you see the counsellors role as working primarily with pupils or the staff?

1953 - Assistant Superintendent of Elementary and Secondary Education - in charge of School Attendance, Guidance Services, Special Education, and Statistics.

34. You became involved in the field of special education. Could you comment on: 1. Conditions existing at that time in this area.
2. Needs of the atypical child.
3. Changes that were brought about during your time in charge of such services.

35. You were also involved in the Canadian Research Committee for Practical Education. What were the aims of this organization? What did they mean by practical education?

36. There were three publications of the organization.

Publication	Contents
1949	- outline of the organization of secondary education in Canada with particular emphasis on vocational education. - data on school enrollment. - realization that schools did not have much "holding power" over students.
1950 Two Years After School	- why boys and girls leave school. - employment entered.
1951 Your Child Leaves School	- realization that school pays.

This seems to reflect a concern for the adequacy of our educational system. Could you discuss this organization and your reasons for becoming involved. What do you feel was accomplished by these studies?

November 1956 - Superintendent Special Services.
December 1965 - Director Special Schools and Services Branch.

37. You became increasingly involved in broader areas such as the education of atypical children, community services, correspondence courses. Could you briefly discuss your work in these areas and the changes you may have been involved in instigating.

General

38. You were also the Chairman of a Minister's Advisory Committee of Data Processing. What was your interest in this area? What was involved in this job?

39. What developments did you see in the philosophy of counselling during the 25-30 year period that you were associated with the movement? (Vocational guidance - guidance services - pupil personnel services).

1925 - 1935 - 1945 - 1955 - 1965

39.(Cont.) Could you briefly describe counselling as it was at each of the preceding dates?

40. In the 1950's, the Ontario Research Committee on Education drew up an outline of objectives and criteria in school guidance. Were you a member of this committee? Could you comment on its recommendations.

41. In August of 1965, the Canadian Guidance and Counselling Association was founded. Were you involved in this?

42. Whom would you consider the father of the guidance movement? (Parsons?) (Brewer?)

43. What do you see as being the important dates (or events) in the development of guidance in Ontario? In Canada?

Other Biographical Data

44. When and where were you born?

45. Where did you receive your early education?

46. Are you married? Children?

APPENDIX B

AN EDITED INTERVIEW WITH HOWARD ROSS BEATTIE, NOVEMBER 26, 1971.

Q. When did you first become interested in the guidance area? Why?

A. I taught for a number of years in small schools in Ontario where I knew the pupils intimately. I knew them in the school; I knew them out of the school; I played with them on the grounds; I curled with their parents; I associated with their parents in community activities. I feel that that gave me an intimate knowledge of those youngsters that you don't get in a small school or a large school. Well then, in January 1931, I was offered a position in the H.B. Beal Technical and Commercial High School in London. That was a big school with an enrollment of probably 1800. I started teaching the same lesson over and over again. Those were the days of big classes; I had one with an enrollment as high as sixty grade nine youngsters. I had no contact with these students. It was necessary for me to carry a seating plan in my hand during the whole year to know who was sitting in the seats. It so disillusioned me about teaching that I was ready to quit but those were the depression days and you didn't give up a job no matter what you had. So I started reading on guidance and I started corresponding with everybody that I felt could give me help on this. I felt that maybe there was an outlet in this new movement. There is the story. It wasn't a case of being catapulted into guidance in 1941 when I took over the directorship in London. It was a case of growing over the years and using some of the opportunities which I had to get to know the students.

Q. What courses did you take at that time to prepare for guidance work?

A. I took courses that were offered in guidance by the Ontario Department of Education. These consisted of two summer school courses plus a piece of field work. This led to a certificate of vocational guidance.

Q. Did you then do guidance work in the school?

A. Yes. I had a sympathetic principal who allowed me some time to talk to the students and encouraged me in this whole business. When the time came for open house at the school, I was the one who was always delegated to put up displays of materials which would help pupils to find their way into the proper courses and into jobs. There were a lot of things done at that time in the area of guidance but in a more or less informal unorganized manner.

Q. you took post graduate training at the Harvard Graduate School of Education. Was this in the guidance area? If so, could you elaborate on this.

A. In the summer of 1941, after my appointment as Director of Vocational Guidance for the City of London, I went to Harvard. I studied under John Brewer for the summer. There were also two other men who were a great help to me. One was Donald Super who was on the staff from Teachers' College, Columbia. He gave a course in counselling. The other was George Hutcherson who was the Director of Guidance for the State of New York. Brewer was the head of the Guidance Department; George Hutcherson was his assistant. He did the interviewing with the students, helped with their assignments, and discussed with them what they were going to do when they went back to their respective communities.

The thing that I learned more than anything else that summer was the changing concept of guidance. I do not know whether it is a fair statement or not but I think that John Brewer was becoming disillusioned over the direction that he saw guidance going. In his position, he was moving away from the vocational aspect, from the theory that you could test youngsters for aptitudes and interests and then match them against the job which was the basic philosophy of the 1930's in my estimation. Brewer could not see the point of view.

I came back from Harvard convinced that there was a changing philosophy of this whole movement developing. It was starting to develop a more or less personal point of view. We had to get away from this narrow limited vocational aspect and move into some form of program where we were to help youngsters within the limits of our abilities and training.

Q. You then took over the organization of guidance services in London. Could you give me some idea about the development of this program.

A. I would say that interest in vocational education in London dated back to the early 1920's. The theory behind that was that if the men who were teaching the shops were to make their courses worthwhile to the youngsters, they had to know what the employers wanted. So you see it was the coordination of the teaching with the wishes of the employers and what the students wanted and where they were going to go when they got through. In London, we also had a man who was very interested in vocational guidance. The Kiwanis club assisted in the guidance work at the time. There was a great interest in vocational guidance.

In 1941, Mr. McAllister who was a member of the London Board of Education persuaded the school board that it was time to move. That led up to my appointment in London.

Q. So it was through the Kiwanis Club and their program that there came the realization of the need for vocational guidance.

A. Yes, for a wider program. So then in August, 1941, I was appointed the Director of Vocational Guidance for the City of London.

Q. You then went to Harvard before actually beginning the program?

A. That's correct. When I came back to London, I immediately set about trying to develop an integrated program for London. I did not have anyone to fall back on. There was no organization and no procedures and forms available. I had to develop all the forms myself. I did not have any money. I mean I was not given a budget of any size so I had to draft the forms out myself at home and then take them to the office and get a secretary to scrounge paper somewhere and get the form run off. I was faced with an apathy that existed. The principals in London - I knew them personally as friends. I bowled with them and golfed with them - fine. But to get an invitation to go into their schools - no! So I had to beg invitations to every meeting that I could possibly get to - parent meetings, teacher's meetings, service clubs, youngsters groups at the Y. I would say that I spent the months of September and October and well into November speaking two or three times a week to groups of one type or another. After every meeting that I spoke to there was a press report the next day in the London Free Press of what I had said the night before. My objective was to get pressure coming from the parents towards the whole setup that would give me the entrance that I wanted.

Q. One aspect of this program was a student placement service. Was this a feasible idea?

A. Yes. You have probably heard that during the Second World War, the Dominion Government, through the National Employment Service set up laws and regulations by which employers could not hire people directly. Everybody had to go through the National Selective Service. Well, in London we had been doing placement with employers for years and here was the National Selective Service coming in and cutting our program right out. So I went to Ottawa and spent considerable time with Harry Hudson who was in charge of the youth section of the National Selective Service. We worked out an arrangement in London by which we still did our placement but every time we were going to send a youngster out for placement with an employer, we gave him an introduction slip and he went to the National Selective Service, got the necessary form and then reported to the employer. In other words, we fulfilled the requirements of the National Selective Service.

Q. Did this placement service operate for all high school graduates?

A. It was generally for the vocational schools. In London, being a University city, any youngster that was graduating from grade 13, usually went on to university. Thus the placement service generally operated to serve people from the vocational high schools and drop-outs from the regular high schools.

Q. What major problems did you encounter in establishing the London program?

A. I never ran into very much outright opposition to things that I wanted to do, but I ran into an awful lot of apathy and indifference and scepticism. These were the things that I had to fight. I would say that in the early days of guidance in London, that these were the problems that I had more than anything else. It was the apathy of the teaching profession and the educational administration. I was regarded as somewhat of a scatterbrain who was trying to introduce something that just was not going to work. It was said openly to me in London when I took over the guidance job there that it would be like a lot of other things that fade out and I would eventually go back to my old teaching job or take some other job with the educational system. I would grit my teeth and say that this was a challenge. It had to work and that is why my whole idea in the first few years was first to explain to the general public what guidance was, what it could do, and what it could not do. If you go over the press reports, of those early days, you will find that I talked more about what guidance was not going to do than what it could do. So I would say in general terms that this apathy was the feeling among the teaching profession and with some justification because there had been a lot of publicity given to certain things that were being introduced into the educational system at that time that just were not practical.

Q. After setting up the program in London, you went to Hamilton, Ontario, to establish a similar program there.

A. Yes, the Hamilton Board of Education came to me and asked me to go to Hamilton. They were prepared to increase my salary substantially and I must admit that was something I could not pass up. They were prepared to give me a very good budget to buy materials and tests and so on. There was also in Hamilton a core of principals and teachers who were very sympathetic to guidance work.

Q. This was quite a different atmosphere then than you had worked in in London?

A. Entirely different. So I accepted the Hamilton job and in the meantime I had been lecturing on the staff of McMaster University in guidance during the summer. Frankly the Hamilton story does not differ a great deal from the London story except that a lot of things were refined.

Q. Hamilton did not use the term Vocational Guidance. Would you explain why they rejected this term.

A. There is an interesting story there. Hamilton did not want to use the word Vocational Guidance and after much searching and discussion they decided to call their department the Department

A. (cont.) of Career Planning. Dr. Whitlock, the Chairman of the Hamilton Board of Education was afraid that the whole thing would be drawn into the vocational aspect and he did not want this so he coined the term Career Planning.

Q. The job you did in Hamilton in organizing guidance was very much the same as what you had previously done in London wasn't it?

A. Yes, I did the same thing. I felt it was necessary to refine the techniques and procedures, but I still felt it important to make the public aware of just what this new movement could do.

In Hamilton, too, we had a very fortunate thing. The separate school board became very interested in guidance and they appointed a director who worked very closely with me. The Hamilton Board of Education did not want me as an employee of the Separate School Board. You can understand the reasons for that, so the man appointed as director for the separate school used to come to my office every Thursday afternoon and for two hours we would coordinate the transfer of pupils and the forms that were being used.

Q. In Hamilton, you worked on introducing the idea of cumulative records for students, didn't you?

A. In Hamilton, we developed a form which was to be a cumulative record starting with the youngster when he was in kindergarten and then following him straight through to grade 13. In the Hamilton system this idea and the form were approved for use by the Board while I was there. I had the problem of going to all the principals and explaining this new record. It was to be set up for every pupil in the whole system, not just the pupils beginning schools. I took the form and went to one principal and explained to him that we would give him all the clerical assistance he needed to get the thing set up. I talked that principal into the idea, then went on to another principal and did the same thing. I finally ended up explaining this to an old friend of mine in one of the schools. I asked him why I had not encountered the problems that I had expected in persuading the principals to use these new records. I asked him if the principals had had a meeting or something and decided to go along with me. He explained with a twinkle in his eye that I had come along and explained how this was to be used and the value of it, and had thus sold the principals on the merits of a cumulative record for each student. He said that this was the answer to my question. He mentioned that if I had gone the other way, let the idea develop, gone to the school board and had it approved then sent a memo out that this was to be established I would have had troubles galore. So again, it was a case of public relations work.

Q. In 1944 you were appointed Director of Guidance for the Department of Education?

A. In January or February of 1944, there was a reorganization in the Department of Education in Ontario. Dr. J.G. Althouse was appointed the Chief Director. At that time, I was the president of the Ontario Vocational Guidance Association which had been set up in 1935. I was delegated by the Association to see Dr. Althouse to present the case for guidance work. So I wrote to Dr. Althouse and told him that I wanted to see him. We set up an appointment. We knew each other personally but not closely. During the interview, he asked various questions. Then I started to open my briefcase. He said "Howard, don't open that briefcase. I don't know when, how, or what salary you are going to get, but you're coming into the Department of Education to organize guidance for the whole Province of Ontario. So, don't bother." He suggested that when I went back to Hamilton I should see Dr. Whitelaw and let him know what was going to happen. I would be leaving in about six months.

Q. Thus your time in Hamilton was very limited.

A. A year or less than a year, from September until the end of June. On the 15th of May, 1944 Dr. Althouse called me and said the school trustees were having a meeting in Hamilton that night. I said that I knew this and intended to go. He asked me to meet him before the meeting. When I met him, he had a few sheets of paper. He stuck them out and said "Howard, that's the minister's speech for tonight. Does it go or do I write another speech." I said "It goes". Now that was the understanding with which I came into the department.

Q. That speech was the announcement of your appointment?

A. No, it did not announce my appointment but it announced that guidance services were to be a definite part of the department of education. My appointment came later. I did not know until after my appointment, what salary I was going to get.

Q. Which shows how concerned you must have been with the movement.

A. Not only that, but two things. First, I was concerned about the whole movement and, secondly I knew that Dr. Althouse was a man of his word and that he would do the best he possibly could for me in the whole setup. In fact I consider Dr. Althouse as the man who had the greatest influence on my life. I mean from that point on. He was, I think, without question, the leading educator in the whole Dominion of Canada for years and years from the early 1940's until his death in 1956. He was a tower of strength. I just cannot say too many good things about him. So in July, 1944, I came into the Department as the first Director of Guidance.

Q. You were lecturing at McMaster University in guidance training?

A. Yes, at McMaster University. You see the Department of Education discontinued all its summer courses in 1941 because of the war

A. (Continued) and McMaster picked up the guidance. You can see in 1943 and 1944, the two summers, I gave the courses in guidance at McMaster University. So from there on it's the history of the Department . . . Well then I came into the Department on July 1, 1944, and for one year I was the only staff person with the Department in the Guidance Branch . . . Referring to question number 12, the model as based on Myers but we must remember that while it was based on Myers it was also subject to this idea that guidance had to be something practical or it was not going to be accepted. Myers was about the only book that we had at that time that would serve as a model for this type of thing.

Q. It was practical because it gave ideas on how to organize programs?

A. Sure but still back in though it is running the old vocational guidance concept.

Q. Of testing and matching people to professions on these results?

A. True.

Q. So that is the part of Myers that you would not really go along with?

A. No, no not at all.

Q. But you would go along with his organization of programs?

A. Sure, that is right. I think that a much more valuable book that came out later was Arthur Jone's book . . . His book was a much more practical book for the person who was actually going to do the guidance work in the school.

Q. His book was not out when you set out to organize the London program?

A. No, but I am not sure. No I do not think so I think Jones' book came out later. Would you check that when you are going through the things. If you just look at a copy you could tell from the front of it what year it came out. I know that as soon as we started the courses with the Ontario Department of Education in 1945, I think we started using Jones that last summer. So it was out by 1945 . . . There is a bit of information here I am sorry I cannot be specific on this because I have forgotten the exact dates. But a committee of the Canada and Newfoundland Education Association which later became the Canadian Educational Association had a committee that prepared and published a small booklet on education - things that should be done, not necessarily relating to guidance, but relating to vocational education and education of all types . . . It is a report of a special committee and Dr. J.G. Althouse was one of the members of that committee . . . This pamphlet made some very strong recommendations regarding guidance in the schools

A. (Continued) of Canada. And in 1944 I was appointed on July 1 as Director of our Province of Ontario and Mr. Stewart Murray was appointed Director in Nova Scotia and Mr. Harold Johns was appointed Director in British Columbia. I think Stewart Murray was appointed first, but I am not sure, by a month or two but basically the three of us were appointed in 1944. The appointments in the other provinces came later. This was the result of that study.

Q. The actual study, then, influenced them to appoint you?

A. Oh yes, sure, sure. So when I came in in 1944 my point of view was that I had to do the same thing for the whole Province of Ontario that I had previously done in London and then in Hamilton. That is educate the public what it(guidance) could do and what it could not do. Set up training and also try to overcome the apathy of teachers and school administrators and then set up the machinery on a provincial wide basis such as the training of counsellors and cumulative records for the whole province. All this kind of thing had to be done. When it was first established, there was no set program laid out for the schools other than each school was asked to set aside one period per week for group work in guidance at the grade 9 level. I spent most of my first year trying to interpret the guidance to the principals and Boards.

Q. So you were really travelling around then?

A. Travelling all the time and quite frequently addressing meetings late at night, travel for the rest of the night by train or by car to the next place and start all over again. And visiting the schools, talking to principals about it and the most, one of the most frequent questions I would be asked at the beginning was "What are you expecting me to do?" I would answer the principal by saying "What do you want to do?"

Q. You wanted to know what they wanted from guidance?

A. Yes, and then that would lead to them asking what do you mean by guidance. So I would explain what I meant by guidance, what we could do and then we would start to examine his staff, his set up, what courses he was offering and so on and try to devise a few simple little things that could be started. One interesting anecdote in there is there was one principal here in Ontario whose name I would not give you, who violently disagreed with me as far as guidance was concerned, but we were the closest of friends and I never went by his school, but when I went in I spent half an hour with him but it was always understood that while I was there we would never mention guidance. And do you know that after about five or six years of that type of visiting he set up the guidance program which was one of the best in the whole Province. You see you have to bide your time, you have to get these people to do things when they are ready to do it. And

A. (Continued) I do not care, you cannot legislate guidance or personnel services into any school system. It has to come from the inside.

Q. Now, one question I have is you were working with the school principals, now what about the school boards?

A. Yes, Boards, too. And again I sought as many invitations as I could to speak to groups, to meet the Board at a meeting and discuss what I would like and I had my link in with the Kiwanis Club, with the Rotary Clubs and the Kinsman Clubs and the Lions Clubs. I addressed clubs of that type from one end of this Province to the other. Again, I would say that there would be some weeks when I would deliver as many as ten addresses in a week. Many of them were the same. I used to adapt them to the situation but I mean they were basically the same type of thing. This is what we feel that guidance can do - these are the things it cannot do. And you grow and develop into this. Another objective I had at that time was to try to get the principals to select the right people from their staffs to become the counsellors. So I used to have fairly lengthy discussions with the principals regarding individuals on his staff who would make good counsellors. Now I had to fight at that time the idea of bringing in outside people to do this job and I opposed that vigorously. I would not oppose it so vigorously today, I think that guidance counsellors can be trained in university and never have any teaching experience and go in and do satisfactory work in certain specified areas in the school atmosphere but not in those early days just the mere thought of bringing in an outsider would have caused trouble.

Q. Was it the confidence that people have in the people who were in the field at the time?

A. My point was that the principals had to select people and had to make a success of this. They had to select teachers, who had a good teaching record, who enjoyed the confidence of other teachers and the confidence of the pupils. And then we had already announced that we were going to set up a training program for counsellors and that the first courses in that training would be given in the summer of 1945. So you see I was trying to get the principals to select counsellors to come in to take this course in the summer of 1945. Let's just lead on now while we are talking about these summer courses, lead onto that right now. Well then in the summer of 1945, we put on our first course leading to what we called it, an elementary certificate in guidance. We had 150 teachers, practically all from secondary schools. Not all but mostly all from secondary schools in Ontario and I thought that was a pretty good beginning.

Q. Working for the elementary certificate?

A. Elementary certificate. Well then in the summer of 1946 we extended that and provided courses leading to an intermediate certificate in guidance as well as repeating the courses which led to the elementary certificate and the second summer we had I think two hundred and ten students the second summer. By the way I might mention that nobody was admitted that first summer, the elementary certificate unless they had a permanent teaching certificate that means at least two years with successful teaching experience and were recommended for the course by a principal.

Q. In 1944 when you went around, why did you talk to the principals about who they should be looking for to do counselling?

A. Because I was frightened because I had seen what had happened in other areas of education, where the poor teachers, the teachers that were not fitting in and well I used to call them the missionary minded type of individuals trying to get into this movement and I didn't want them. And I am very happy that the selection of teachers by the principals was good. We did get a good group in and then the third summer, it was 1945, the first summer and then the next year we had elementary and intermediate and the third summer we put on courses leading to a specialist certificate in guidance. A person couldn't get into that specialist course unless he had completed the first two courses. And then the certificate was not granted at the end of the third summer - it was only granted when the person had had successful experience in counselling in the schools and had completed a field study, we did not call it a thesis, we called it a field study, satisfactory to the Director of Guidance of the Department of Education.

Q. So there was more to that specialist certificate than that summer school?

A. And that same basic plan is still followed by the Department of Education . . . We also, put into that training program a provision whereby people who had taken courses elsewhere could obtain a certificate valid in Ontario. For example, if a person had taken courses at Michigan State that person came back and submitted evidence that they had completed that course satisfactorily to Michigan State. We considered that they had satisfied that the admission requirements and the attendance requirement, but they still had to write an examination. The only reason for the examination was to simply prove that they had gave something from the courses they had taken and that we were not in a position of evaluating courses at Michigan State versus courses at Northwestern or some other University.

Q. So it was just what you considered basic knowledge?

A. Sure, those courses those examination that were set for the certificates were basic questions based on what we gave in our course and if they could answer those satisfactorily we accepted them. That training course has been pretty well followed the same over since. I hope the time will come in which those training courses will be turned over to the Universities.

Q. These are still offered in Ontario today by the Department of Education.

A. To some extent they are but the Universities are actually becoming interested in this. So we set up that basic plan, as I say it varied some since 1945 but that it is basically the same thing. But it proved successful and I was very fortunate in staff too. When I went into the Department I realized immediately that I was going to have difficulty with the psychologists because some of them had been a bit outspoken and had stated that this was their field particularly the field of testing. I drew in on my staff for the summer courses Dr. William Line, who was a past president of the Canadian and Psychological Association, Dr. Earl Burnhart who was also a tower of strength in the Psychological Association, Dr. John Long, who was also with the Canadian Psychology Association. He was head of the Canadian Mental Health Association for years, and years, he is retired now. Those are the type of people that succeeded in getting to be instructors in our summer courses.

Q. They were actually the people that gave those summer courses.

A. Yes, and they invited me to address meetings at the Canadian Psychological Association. So it ended up that there was no conflict between the guidance program that we were advocating from the Department and the Psychologists or any of the Psychological Associations because the people from the Psychological Associations were participating in our training programs. So we got around any difficulties, we did not have any difficulties. Now we did have difficulties in some other parts of Canada - I think you will find that some of the other people who were reporting for some of the other provinces which I will not mention, did run into that difficulty strongly and it influenced their program and I, in my opinion, influenced the programs adversely.

Q. Because they had factions that were said to be not properly trained?

A. Right, to do the best they knew and so on. But we made no attempt to train our people to do individual testing and we tried as hard as possible in our training programs to get our people to understand that they had certain competencies and others they did not possess and never under any circumstances regardless of what the situation should be, should they attempt a job for which they didn't have the training and avoid conflict

A. (Continued) with other groups.

Q. What type of things were you training these people to do - what were their limits?

A. First to do the group work in guidance in the schools which was more or less an information service and to counsel the students an educational choice. When I say education choice, I mean in its broadest sense, choice of subjects and choice of options and adjustments in the secondary school if they weren't getting along, if they were falling behind and you know, this type of thing. Some people would just call it straight educational counselling. And when situations arose where emotional problems were found, or the or something of a deeper nature than they had had training to handle that they would refer it to somebody who did have the training or yet simply say I am not competent to handle this problem, you will have to go somewhere else.

Q. But then they were the kind of people who would be able to discover this.

A. Oh yes, sure. It's always been a source of gratification to me that after the first summer or so Dr. John Line and Bill Line, and Dr. John Griffin told me now look as long as you are running the summer courses we do not want to be left off your staff. We get more satisfaction out of coming and discussing counselling and discussing mental health with these people who have had years of experience in teaching than we do out of any of our students in the year courses that we offer. So you see it was men like that that really helped so much in the training program.

Q. What about the specifics of the training programs themselves. The elementary certificate would just be an introduction?

A. It was principles. The first year there were three courses offered, they were compulsory but there was principles and techniques of guidance. You get that - the general things that you would find in Jones and Myers and those.

Q. Rogers?

A. Yes, and then the second course was tests and measurements which was an introductory course to group testing covering the three fields - learning capacities and aptitudes and interests and maybe some mention of personality tests but not very much. And all group work and the third one was group work in guidance - how do you handle the group dissemination of information and development of vocational interest in the field. As I have often said, when I was doing counselling myself, I am not worried about the student who has an unreasonable choice or an unreasonable goal in the light of what I know about him - I am much more worried about the child who shrugs his shoulders when you ask,

A. (Continued) him what he is going to do and says I don't know. So I have always felt that one of the main reasons for group work in guidance, that is as an integral part of the curriculum is to develop an interest in the occupational world and an interest on the part of the student and what he is going to do with his future.

Q. You figure if the interest is there he will start to develop his own assessment about whether or not he fits?

A. That is right. Now I am not including in there the work of group counselling which is an area which I don't think as far as Ontario is concerned, has been developed as well as it should be. I am now referring to group counselling. Instead of counselling each child individually or say each grade 12 student individually, maybe do them in groups of five, in which there would be interplay not only between the counsellor and one child, but interplay between each pupil, not child, and the instructor and among the pupils themselves as to what their plans are, what they plan and what they want to do and so on.

Q. So you feel that sharing among themselves of this information would be beneficial?

A. Uhum, so I would say that those are some of the things, that we tried to do. Then in the second year, I am sorry I cannot give you the exact titles of them in the second year, but in the second year it was a continuation of the testing to enlarge upon that, and then a course on mental hygiene, I am sorry, not mental hygiene, mental health, that was Dr. Lines - and then one on the occupational world and related subjects. I am now referring to placement services on the job training and covering all these various fields. Then the third year you get an enlargement of all these things . . . The depth of that - those same general areas treated in depth.

Q. This is interesting because it is generally what the program I am taking would consist of.

A. The Ontario one, it still follows that same basic plan, but I mean the courses and the names have been changed and the contents have been changed but that is only as it should be.

Q. Did they get any individual work in counselling?

A. In the summer session? Very little because there wasn't much time for it. I used to try to do it when I could but you take you got them in for about 5 weeks and you have got one hundred and twenty or one hundred and fifty and you just couldn't do it. But you see I knew a lot of them before they came in because I knew them in their schools.

Q. Well then was it difficult to persuade school boards of the need for organized guidance services?

A. I would say generally speaking the answer to that is no, but it was a case of getting them to establish the things for which they were prepared to handle adequately and not try to plunge into a full fledged program until they were ready to have the staff and the personnel and the atmosphere to do it.

Q. So you did not want them to plunge in without the organization behind it?

A. Now 29, I think we have answered, well no, we haven't answered that. I would say that that is a difficulty which will always exist. I don't know, I can't speak for Alberta but I can speak for Ontario, in 1944 the only thing that we had regarding universities was the calendars from the universities, but if you wanted to know what options you had to take, you had to read something like a railway timetable by the time you could read the thing you no longer have any use for it. That is a crude way of expressing it but that is about what I mean. So I persuaded the university registrars to spread out some sheets, folder about the size of the top of that book or maybe twice as large and enter all the courses that they offered were listed and the entrance requirements were put in underneath and then the general outline of the course was next and the occupational opportunities were also listed on those. These were one of the most popular things that the school has ever had because you see the youngster could take a look at it and say well I want to go into engineering so he immediately takes a look at this chart. He didn't have to go to a calendar at all to know all the subjects. And it is rather interesting there, don't quote me on this one, but I wanted this done so I went to an old friend of mine who was the Dean, the Registrar at the University of Western Ontario, from which I graduated myself. I told him what I wanted and talked to him. We agreed that be done and as soon as I left the Western one appeared on the scene. I immediately went to Queens and I went to the University so they said sure we will get them out but I think they have been very happy about doing that job. Number three I think that we have answered that pretty well - the effect of World War II and my feelings on that. I think it showed that testing was something that did have a part to play in guidance program. You had to recognize the proper place of testing. Tests could be used as indicators.

Q. Before World War II it was easier for pupils to get a job? I was thinking that when I worded that question along the lines that in one of your articles you had spoken about the fact that before World War II it was easier for people to find work, yet after they couldn't find a job. It seemed to indicate that World War II influenced the employment picture.

A. That's right. Yes, well I think, personally, that that is the situation and then too, we were running into the National Employment Service which was a necessary thing as far as Canada was concerned and what was the National Selective Service during the war years became the National Employment Service. And there were some people had the feeling that the National Employment Service was going to do most of the job placement that was required for the schools as far as jobs were concerned. Which was not true, the National Employment Service had a part to play but it couldn't take the place of the school guidance program. This is my criticism of the British system. I don't refer to the British system as it exists today because I don't know. But following in the war you see their guidance programs in the schools as far as job placement was concerned, it was all done by the officers from the National Employment System going into the schools to counsel the students regarding jobs. Well my feeling was that the schools should do this job and then refer them to the National Employment Service who actually did the placement.

Q. So the schools know the pupils better and therefore can better do the job placement?

A. Sure. Now I'll tell you what I'll have to take a moment or so to answer 31, it is a long story. In the latter part of the '40's Ontario had a Royal Commission on education.

Q. That was the Hope Commission.

A. Yes, the Hope Commission report. And there was some criticism at a number of their hearings regarding the records that were being kept in the schools and the late Dr. Althouse, who was named Chief Director, came to me and he said "It seems that this critcism is being made. I don't think that we should wait until the commission report comes out to make some move in the direction of doing something about school records."

Q. Could you give me an idea of the state of school records.

A. Well after he gave with this commission or talked to me about I went out to a number of centers in Ontario and got samples of their school records and many of them were nothing more or less than a compilation of the misdemeanors that a youngster committed from the day he entered the school until he left. The rest of them were nothing but a compilation which included only the name, grades that the pupil had attained, the number of days he had been late, the number of days he had missed and what day he left the school. It was obvious that the records were inadequate and when I submitted this interim report to Dr. Althouse, he came back and said "All right devise the system". This is the way he operated. So I called a meeting of a number

A. (continued) of the people in the Department of Education, my colleagues and the Superintendent of Elementary Education, the Superintendent of Secondary Education and together and presented them and told them what Dr. Althouse had told me to do. We were going to appoint a committee and I said "No, if we appoint a committee on this thing it will bog down we will get nowhere. Give me a little time to draft what I would consider to be one that might serve the purpose." So I took the Hamilton one you see. Yes, it had always worked out. I went back to them and they went over it and had certain suggestions to offer, so then I threw the thing in my briefcase and I started across Ontario to set up a committee. I went to principals, I even in one centre had a group of parents, and I discussed this record with them and came back and I guess it must have been six months. This group and the Department took a look at it and we made certain revisions and so on and said "Let's see how this thing goes." So we turned the copyrights at the whole work of the guidance centre in the College of Education which was our distributing centre for guidance materials in Ontario which we had set up earlier and we sent samples of it out to every principal and every school inspector and said her it is. You are not forced to establish this system but if you care to do so the forms are available at so and so a certain place, and you know the thing just caught on like a prairie grass fire. I never saw anything that went faster in my life than the establishment of that record system.

Q. Did they have to again do it for all the students in grades one to twelve?

A. Some of them only did it three or four grades to start with and then added to it but I mean as far as the system catching on . . . and quite a number of them I had spoken to so it wasn't long after that we realized that the thing had reached the stage where we could say all schools must keep this record. So that's the story.

Q. By the time you reached that stage there was no great opposition?

A. No, there's been some opposition to it since. Few criticisms come out in the press - people ask "What right have you to know all this information and so on about a youngster? When he moves from one school to another get a fresh start and start absolutely free - they shouldn't be transferred from school to school and so on." But there is no really great drive but until this last year, last few years and this is since I retired, that the trouble in California you know over this and I think they have been thrown out, have they not in California? Do you know . . . yes, seems to me thay had a very serious situation down there and a number of the jurisdictions to the south of the, us, they did - cumulative records were in trouble.

Q. Because of the stigma the student carries with him?

A. Because of the information that is contained therein and we had a little difficulty here in Toronto a year or so ago with one of the judges. You see I always said that the information on that was confidential but the information contained therein was to be interpreted to any parent or any child who requested it. In other words the records were open. Yes, because I always used this illustration to say well if you tell a child - a parent that his child is in the 95 per cent, what does it mean? It means nothing to him, but if he knows that he is reading better than probably 85 per cent of the pupils it means something to him. So I said "What's the use of showing a record as such to a parent unless it is interpreted?" Because he is not going to be able to interpret it. But I said also further that if he finally insists on actually seeing the record show it to him. And we tried deliberately to keep anything which was of a strictly confidential nature off the record. I mentioned earlier about meeting with parents, I remember a meeting I had with parents one night in which this idea of the confidential information came up. One parent said now suppose I get drunk and come home some night and I beat up my wife and it upsets my child and my child goes to school the next day and tells the teacher is this going to appear on the record. Now immediately I said in my mind the answer is no. It must not appear on the record. It has no right appearing on a record. Well what happens, well my answer to that was any confidential information, if you look at the Ontario records, you will find this to be true, there is a section in which there is a place for initials and there are people who have confidential information can put their initials on the records and then if a principal or somebody else later on wants the information about the child he can go to that counsellor and say you have confidential information about this child, can you give it to me.

Q. Oh, I see, it is not supposed to be said in the record, it is supposed to be held but the person who has it and they had to initial that they possessed other information on the pupil?

A. That they have it, right. That is the way in which we handled it.

Q. One question about these records in Ontario, were they transferable to other schools?

A. Oh yes, from school to school as long as the school was under public administration. Three . . . and if the pupil say transferred to North Bay, the principal in North Bay wrote back to the principal in Toronto and asked for the record and the record was sent there. The principal in Toronto kept a small card on which he noted the principal he had the record to, and that is the only record he kept. So if he got inquiries later

A. (continued) on then he could refer it on to the next school. Now I wouldn't say that all the principals followed that out a 100 per cent but basically that was the plan and it worked. But I think there this problem of confidential information on any record and I feel that any system that keeps cumulative records must be very careful to ensure that confidential information is kept confidential. And I don't mean necessarily setting up another set of files. No, you see some of the schools wanted to set up another set of files and I said no. Now I guess maybe I was being over cautious or you think I was being over-cautious but I felt that the only way to protect the parent. So that is the story of the Ontario school record system.

Q. Do you know, was this one of the first types of systems like this established in Canada?

A. No, I think I am not sure I think Saskatchewan had one ahead of us. But then I think that B.C. did, but I am not sure. I do know the one about B.C., it was a very complicated thing, but ours was not so complicated, I didn't feel. The one out there, had to insert sheets after insert sheets after insert sheet, to me it was too complicated.

My feeling was too, that after a pupil had left the school for five years the record could be destroyed. I felt that after five years, but the school was still to retain basic information of how many years he had been at the school and marks and a few things like that, but as far as all the general information that after five years could be destroyed.

Q. You did feel you would need a record of his marks?

A. Oh yes sure, in case an employer phoned and said was a certain pupil at your school. Yes, he was here, he completed his grade 10, he left here in June 1948, or whatever the date should be. So that is the story there.

Q. Now the next question concerns elementary guidance.

A. Well then occupation of choice doesn't enter into it. I think it was elementary level it becomes more a program of fostering and developing interest in the occupational world at the level at which the student can take it. It also develops - it should be developed the programs which might not probably be called guidance which had to do with pupil adjustment, the maladjusted child, the deaf child, the blind child and so on. Now whether those are guidance or not is debatable.

Q. So the definition of guidance is debatable. Did you see these guidance officers, first of all working with the pupils or working as the consultant role with the teachers or doing both?

A. Both, I think that on the elementary we have only, the teacher has to be much more of a guidance person than at the secondary level where you have your subject specialization, so a great deal of the program in the elementary school has to be carried on by the regular classroom teacher. But then until you meet those problems which are beyond the competency of that particular teacher then you have to call in your expert in that particular field to carry on. But I do think that programs should be extended in the elementary school but not with that same degree of specialization that you get in the secondary schools.

Q. So the elementary person should be a resource person available to the teachers. You see this resource person working more with the teacher than with the pupils?

A. Much more. Were you able to get one such program in Ontario (elementary counselling) in certain areas, yes, but at a reasonable success. But it was not as easily dissernable because it was based on the many cases done by the regular teachers. Where as in secondary schools you could point out and say we're giving group work in grade 9, we're giving group work in grade 10. We have five counsellors who are devoting so much time per week to the guidance program. We are placing so many students. We have so many going on to university who have been counselled about their courses and so on. It is a different you have means of measuring in the secondary which you don't have in the elementary.

Q. What did you do as far as making elementary teachers aware of this?

A. In service training programs through the principals and so on. Then when they started attending summer courses in much greater numbers as the years went on but they were not there the first year or so in any great number.

Q. What was the need you saw for such a program. I suppose the fact that the pupils needed some help the teacher couldn't provide.

A. Yes, well I think too that the choice be it educational or occupational is a developmental thing and if you get the youngster who goes down or is taken by the teacher on a tour down to the firehall to become interested in the occupational world, then you continue and foster that interest up through without passing comments that well, I wouldn't be so and so as remarks are sometimes made both by parents and by teachers. Letting the youngster get through those various stages of development, as I said earlier I was never worried about the student who probably had five different occupational choices, in five years as I was about the one who wrote down none. Because I felt that the child who had five was merely going

A. (continued) through a period of development - he was beginning to realize that while this one is not attainable for me because I just do not have the ability to carry through on that. It might be a mechanical skill which he realized he didn't have - it might be a mathematical ability which he didn't have, another one might be well I'll have to discard that one because I just haven't the means whereby I can finance it to get through and so on, but he is interested in something, he is moving along.

Q. And he is going to move along and discover these other things, his abilities and things as he goes on?

A. Sure. Now you come to the American Personnel and Guidance association and so on, I'll have to take a moment or so on that one. I had corresponded over the years way back into the '30's with some of the leaders in the guidance movement and found them to be very helpful - in writing to me. And there is one name I would like to mention who you will not find in any of the literature, is Dr. Milton Hahn. Milton Hahn was the Head of the Guidance Department of Syracuse University when I was first appointed to the Ontario Department. I heard about him through George Hutcherson, you know who was the State Director for New York and I went over to see Milton Hahn and well, I just liked the man, that was all. And Milton Hahn made various excursions over here to Ontario to speak to groups for me, and while he could command a very high fee, he would come over here just for expenses to speak to a home and school group. And he came over and spoke to my summer course, the only thing he would take was his expenses and I don't mean padded expenses either. And Milton gave me a tremendous amount of help and a lot of inspiration. He openly made the statement here in Ontario on more than one occasion that the best planning for guidance programs of the North American continent is in the Province of Ontario. And Milton then left the University of Syracuse and went out to U.C.L.A. and I lost all contact with him but over the years he was quite an influence upon my thinking in the whole thing. And I would say too, from his inspirational point of view, he made me feel I was starting to accomplish something.

Q. What was it, the fact that he gave you confidence in what you were doing?

A. Well, perhaps it is not fairly said, but I would say his agreement that what I was trying to do was right, gave me confidence to go ahead. And his willingness to say this publicly, and to offer advice on what could be done in this situation, or what could be done in that situation and so on. Yes, he was a very brilliant man and I think it was in many respects a loss to the guidance movement as such when he went to U.C.L.A. because he went as Dean of Men.

Q. So he left the guidance movement?

A. No I don't think so. Milton wrote a number of articles and so on but Milton as far as I know, he may have written books in other fields, maybe if you inquire at the University of Alberta in your graduate department you may find that he has written articles because he could write, seemed to write quite easily in other areas but straight in the field of guidance I don't know of any publications other than articles that he may have done. But getting back to this other, after corresponding with these various people I became interested in the National Vocational Guidance Association of which I have been a member for many, many years and I have started attending their conventions and found that they had their conventions at the same time as four other organizations had conventions, in other words, these five organizations plus five more who were affiliated with it, had a joint convention. There was the Alliance for Guidance of Rural Youth, the American College Personnel Association, National Association of Dean of Women, National Vocational Guidance Association, and, the National Association of Guidance Supervisors, and then Altrusa? International and National Federation of Women, Eastern College Personnel Officers and Western Personnel Institute. They didn't have their meetings at that time but they used to come to give their support toward what was called a Counsel of Guidance and Personnel Associations. Now I am sorry that this is the only copy of this that I have left, but this is the program for the 1949-1950 convention in Atlantic City and there is the exact wording of what the council is to do.

Q. This council was made up of representatives of all these groups?

A. Representatives from these ten, five of which held full meetings their whole annual meetings at the time of the convention and each of those ten organizations elected two members to a council of guidance and personnel associations, which was the coordinating body as you can see from its aims there for these various organizations in guidance services in general. And I was appointed, I don't know what year, but it would be somewhere between 1945 and 1950, I would say maybe about 1946, I was appointed a representative by the National Vocational Guidance Association to the Council of Guidance and Personnel Associations.

Q. This National Vocational Guidance Association was an American Association?

A. Yes. So I was appointed as this, their representative and in 1948 I was asked to serve as Secretary of the Council of Guidance and Personnel Associations. So in the year 1948-1949, I served as the Secretary. See the council appointed its own officers, you see each of those organizations has two representatives on the council well then the council itself appointed its own President and its own secretary.

Q. Made up of the members of the council?

A. Yes, it had to be from those numbers you see. So I asked to be Secretary in '48-'49 so I served as Secretary in '48-'49 and that was a big job, I'm telling you. For the preparation of a program like that you know, the annual meetings.

Q. This was the type of thing that you found challenging?

A. Taking it together you see, correspondence and taking meetings and taking minutes at the meetings and so on, well then in the spring of '49 the convention was in Chicago and I got the shock of my life some of the members of the council came to me and said Howard we want you for our President for '49-'50. You asked me how I got it, well that's how I got it. So I took it and that's how I was President in '49-'50 and that's the program for our convention in Atlantic City.

Q. Oh then you were President in 1949-1950?

A. Yes, March 26 to 30, 1950 in Atlantic City so that's the year I was President. And one of the big things that we did that year was come to the realization that the Council of Guidance and Personnel Association was a very weak organization with no power. All it could do was to coordinate in a manner the functions and operations at these various associations. What was needed was a new association to embrace all of these or as many as could be joined together so we set up a study commission and I think you will find that program there later on, a report of the study commission on Thelma Mills who was Chairman and the report was submitted that we form the American Personnel and Guidance Association.

Q. Was it this time of this formation of the American Guidance and Personnel Association?

A. That's right, the study commission recorded there and then they had a year and then in '51, you see, in Chicago the year following the American Personnel and Guidance Association was set up. So it was during my term as President that the machinery was set in motion for the establishment of the American Personnel and Guidance Association to take over from the council.

Q. So you had a fair amount to do with getting that in too?

A. I like to think I had. We had many disappointments on it - you see when they joined the Altruse International and the American College Personnel Organization no longer were connected with it you see and the National Association of Deans of Women voted it down.

Q. When you first proposed the organization?

A. Yes. Then when it came up for a vote in Chicago in '51. So you see its - but since then it has grown until now I think

A. (continued) there must be about 8 divisions, isn't there in the American Personnel and Guidance Association? I think so, I think there is about 8 divisions on it now.

Q. I have at the moment written and asked about this but I have not heard back from them.

A. There were a large number of divisions formed and they are going through quite a strenuous reorganization program again, which is only right after nearly 20 years, it's time it was done. But the people who were in, I don't know how much you'll get, from APGA, because all of the people who were in on that reorganization in '51 there isn't one now performing an active part with the APGA at all. There isn't one. Gee I more or less dropped out when I retired. I don't know how much you'll get from there. Have you written to the main office in Washington? I don't know how much you'll get. I just wonder how much information they have.

Q. They may not have much at all.

A. I had a man from around Kentucky who was working on the past presidents of the Council on the American and he's been writing to me for information.

Q. Rather than to them?

A. Well, I don't know whether or not but all I know is he's been writing to me for information. And I think they're trying to dig some of this up now and I think they're having difficulty in finding it. I may be wrong.

Q. They don't have too much in records on the people and what was done.

A. No, you see when he wrote to me because he didn't even know who was the president the year after I was of the council. And I got this profuse letter of thanks back from him when I wrote and told him it was Hilda Thorfeld. Now that's the way things have gone.

Q. It'll be interesting to see when I do get that from them.

A. Sure. If when you come to be working on this if you want more information on that over the years I'll gladly write down if you'll take it in my own handwriting, I'll give you some information on it if I remember some of the main details, some of the dates I've forgotten.

Q. That's on the development of the AGP Association?

A. You see its aims and purposes are to bring together all the people who are interested in guidance and my duties as President

A. (continued) were what the duties of president of any organization would be - presiding at meetings and conducting the Board of Directors and trying to get leadership in all the various fields and activities that were in the association.

Q. How far did this association encompass Ontario people from yourself in Ontario but, the eastern States or was it . . .

A. You mean the American Personnel Guidance Association, the United States and they had quite a number of representatives from outside of the country who used to visit there - come to their annual meetings and so I would say it was - there were members from B.C., some from Alberta, and so on, there was quite a large contingence here from Ontario who were members of the association about the time I was president, but then they, I don't know whether they still are members or not, I don't know, but I do know that quite a delegation from here goes to the annual meeting each year; I haven't been to the last few annual meetings, I don't know whether I'll get to the one next spring or not. It's back in Chicago, I might like to go but then I looked over the program and there isn't one name that I recognize, so I just wonder if I go there if I'd be lost you know. Not knowing anybody. Now I think that leads us on to 34 if that's okay with you. Well then in '53, Dr. Althouse called me and said he wanted to make some changes - he wanted to give me a promotion and he wanted to make me an Assistant Superintendent of Elementary and Secondary Education, something that had never been heard of in Ontario before and which I would serve under the two Superintendents and I would have as my special job school attendance, guidance services, special education and statistics, the four that you had listed there. Well it was a promotion, I felt that I had been with the Department for nine years in charge of the guidance work. There were other people who could carry on. I felt that I had expressed my philosophy, my ideas pretty strongly, if they couldn't carry on then the thing was doomed anyway. I mean as far as the things that I wanted and it was promotion so I said yes I'll take it. I took it because particularly because special education needed reorganization. The members of it were the staff members that were still there were people who had been there for years and years and years that were due to retire. It was going to be an entirely new staff within a very short time. And there wasn't the integration with the whole total school system that Dr. Althouse wanted so he wanted this done. And statistics, well we were still doing things with the old pencil and ledger keeping and so on. We didn't have statistics the Minister's report, annual report which was coming out fifteen months after the period in which it was supposed to cover. The Minister wanted to know how many pupils there were in a certain grade, he'd have to wait maybe a day until they went through and counted it all out, you know the type of thing. He felt something had to be done. Would I take on and school attendance. There wasn't anything particular

A. (continued) there but these other two areas there was. Whereas in the school attendance - needed some changes there but they were minor changes. So from '53 to '56 I spent most of my time - in the meantime I had left the guidance staff there, it had been built up you see so that we still had the Director of Guidance who succeeded me, but I felt sort of guidance just continued along and I still had responsibility for, in other words, the people in it were still responsible to me. But I spent most of my time in the special education and in the statistics. Trying to devise ways and means of getting the special education more integrated - training programs that could be brought to date with current thinking, recruiting new staff, things of that type. And in statistics, it was trying to find out what could be done and there was a case of trying to investigate the use of the data processing equipment. The recruiting was after that. And so in '54 we started in with some data processing equipment, you know the various machines, we just got the very basic machines, recruited a staff electing five people I think and we published the Minister's report within three months after end of the period for which it was covered. Yes, three months. This was printed and published too and had information available. . . We really set up the basis for the data processing of the whole department and this developed later on - oh they had a tremendous staff over there. Many, many times but I mean that that was my job between '53 and '56.

Q. Getting the data processing?

A. And you take too, it was a battle to even go to get the amount of money that was necessary to even do that. I often say though I missed the boat because I worked with IBM in those days and they begged me to buy IBM stock and I didn't. Don't I wish I'd have put a little money into IBM stock in those days, I would be a millionaire, if I'd have done what those men wanted me to do. So that basically is the story there of that 34.

Q. Special education I was kind of interested in - what was going on in that field.

A. Well it was to reorient our thinking, bring our training programs up to date, try to tie in more with the education program, give public understanding of what we were trying to do in the field of special education, in other words, it was somewhat the same type of program that I had to do for the guidance movement in a way. But it's deeper because they had a very strong foundation but there was this general feeling of existing I think in '53 that if a child wasn't put in special education unless he was a failure and trying to get them to broaden their programs.

Q. This would take in retarded children?

A. And the same time we had the development of the program for the trainable retarded children too, and I had full responsibility

A. (continued) for that too. And as you are probably aware, we started in Ontario to give grants and aid to parent groups that operated classes for retarded children in '53 and we kept gradually increasing those grants and so on, and today I am very pleased to state that the trainable retarded children are under the regular school boards in Ontario. Oh yes, this happened since I retired but I mean its been in development which has pleased me because it was the thing that I had hoped would happen. But I couldn't do that in '53.

Q. Well they're still not in Alberta, they're still in large schools run by private organizations.

A. No, here in Ontario the regular school boards have the responsibility for the trainable retarded children. Now we still have the hospital schools which those that can't attend day classes are kept but I mean that those who could stay at home and attend day classes are looked after by the regular educational boards.

Q. And they provide the special schools?

A. They provide the school, they still get grants and so on that help the financial assistance from the Provincial Government, and so the parent groups no longer have the responsibility and they now in Ontario are devoting their time . . . So I can't give you much more information than just general about this because I must admit its fuzzy in my mind about just exactly what we did not but I know I was chairman of the Advisory Committee, I know that I helped to get the forms out, the selection of schools that would be used for the survey and so on.

Q. I gather you were just trying to see where education was taking people?

A. That's right and whether vocational education was performing the function which it could perform in the schools.

Q. Did anything happen as a result of the work of this committee?

A. Well I would say over a year, yes, a large number of the recommendations of that committee were accepted and were instituted in the Ontario School system but not immediately as one bill but I mean over a period of time many of the recommendations were accepted. You see that brings us up to '56, well then in November of '56, or in the summer of '56, Dr. Althouse died and a new Chief Director of Education was appointed for Ontario and he asked me to take on as Superintendent of Special Services in '56.

Q. Now what was the difference - oh I see, you - as assistant?

A. See I really dropped the Assistant Superintendent and became the Superintendent.

Q. Was there a Superintendent before you?

A. No.

Q. So you really just got a new title?

A. A new title and some more responsibilities, I took on the schools for the deaf, and the schools for the blind.

Q. And you didn't have those before?

A. No, I didn't because its an interesting story that the schools for the deaf and blind were under the Teacher Training Branch, that may sound funny but the reason was that the man who was in charge of Special Education was promoted to the position of teacher, I don't know whether he was called Superintendent or Director - Superintendent of Teacher Education. And he had had the schools for the deaf and blind while he was under Special Education so when he went over to teacher education he was so much in love with these schools he took and they remained under Teacher Education for many years and Dr. Harry Amos, well then when he retired, his successor came in they still kept him in Teacher Education, and then in '56, they were moved back to Special Services so I got basically the same things as I had before plus correspondence courses, plus community service.

Q. What was community service?

A. Youth and recreation. That's what it's called today and I think that's a much better name and I had the supervision of those organizations and then our correspondence courses were growing very rapidly, we had had a few thousand taking correspondence courses and the thing kept on growing until we were getting such huge numbers that we kept getting bogged down in paper work so it was a case of reorganization of the correspondence courses to get after that, so that is one thing which I had tried to accomplish between '56 and my retirement in '65.

Q. So between '56 and '65 you were in charge of guidance services, special education, statistics, correspondence courses, community services, and atypical children?

A. No, not library services. Some forms had shown me as having those in '65 and that was the original idea but they were dropped - they never came into the special services. So then in '56 - those titles are wrong there, that November '56 should be . . . You can take this with you. So you see there - but the '56 one was. Superintendent of Special Services, yes. Well then in '65 you see, January 1, '65, did I mention the library service in there? No, it should be stroked out.

Q. So it really had three different areas?

A. Uhum, attendance, correspondence courses and statistics and . . . One of the things in there was the development of the School for the Deaf at Delton. We've had only one residential school and the enrollment has grown so rapidly we had to have a separate school. So there was the choosing of the site, the making of the plans and so on for which I had responsibility between '56 and '65. The School for the Deaf at Delton.

Q. When was it opened?

A. '67, May '67, it was opened. '63 the first classes were there.

Q. This was because the one at Bellevue was crowded?

A. Bellevue was crowded, right. So they opened up the new school. And you see it was getting to the point too, where we could only accept pupils that had reached their 7th birthday by January 1st when they were to be admitted in the September following. We weren't getting them in early enough, it was just the general basis of overcrowding so we had to have the second school. So the second school was built and I had to be the coordinator and I ended up with a lot of satisfaction to the coordinator of all the selection of the site, the planning, the building itself and so on.

Q. You were really involved in the building of the school?

A. Oh, yes, days and days and days were spent, I'd say almost weeks of interviews with the architects and builders and so on to plan this thing. It's considered to be one of the best planned schools in the North American continent today - they come from all over the continent to see this school at Delton.

Q. You were in charge of selection of the site?

A. Yes, well I had to make the recommendation to the government, for the site and I made this recommendation and it was accepted. It is overcrowded now.

Q. Now they need another one?

A. Yes, and they're building another one - I don't know whether they're actually building it yet but it's at least in the planning stage if not past the planning stage for a third residential school. You see this again raises this question as to whether all handicapped children can be accommodated in the regular class. Well deaf children can't be because of the lack of communication. How can a regular teacher with 20 or 25 youngsters in a class take the time that is necessary to work with a deaf child. I'm not saying that there aren't certain deaf children that can't get along in the regular

A. (continued) schools after so many years with training in a deaf school. We have a large number of deaf children in Ontario that are in day classes operated by local school authorities. Well that's all right, no objection to that . . . So generally speaking that's how I spent my time between '56 and '65. It was mostly a case of supervision and organization and in many cases, reorganization of the services offered in the various branches as listed.

Q. So you must have found yourself delving into a great many areas that you had not previously been involved in.

A. Oh yes, sure.

Q. You hadn't done much before regarding deaf children?

A. I had to learn a lot and also too, I had excellent people as Superintendent of the schools and teachers and so on, it was a case of listening to them and seeking their advice on what could be done and so on. I enjoyed it. But I think I'm correct in saying that I was accepted by those people as the man who was responsible for this type of thing. I don't think that a person in an organization position needs to be an expert in every field of which he is the organizer, by any means. I think it would be absolutely impossible for a person to gain the competencies that would be necessary to do that.

Q. So then you say if you have people that you can call upon that are competent you can get the information you need? You've told me a little bit about the data processing, how you got involved in this.

A. Yes, well that was a case of all our statistical information in the Department was compiled from the ledgers and done by hand and oh it was always late in getting compiled. In other words if we wanted ti know the September enrollment we'd probably in March or April know what the enrollment was in the preceding September. It was trying to overcome some of these things. So we reached the stage that by the 10th day of October we knew the total enrollment of all the schools in Ontario. You see it was a case of setting up the forms by which those schools would report their information so we could get it together. So we set up forms that they were sent in at the last school day in September and the last school day in June and one was continuous from the preceding one, so we got the number of school drepouts and the number of leavers, and the number of promotions and the number of transfers. We use the word transfer to mean any child who moved from one school under public administration to another school under public administration and the definition of school leaver was a youngster who quit going to attending any school under public administration. You see we had to develop all these definitions so we could clarify these so we reached the point where we could

A. (continued) quite quickly put our finger on the basic information regarding not only the number of pupils but the number of teachers we had, what certificates they held, how many years experience they had, etc, etc. Information which the Department had never had and so on. And now its reached the stage where they have a tremendous staff and the Department is doing that kind of thing.

Q. And this Minister's Advisory Committee on data processing, was that just getting this in?

A. Yes, there's a committee that I asked be set up and it consisted of people within the Department itself representing teacher education, secondary education and so on so that when I wanted advice on a form or wanted help in how we'd collect certain information that these people would be in a position to help us do it. Say well this is a reasonable form or it isn't a reasonable form, now that we got to the point where we can do this, what can we do as the next step to modernize this, what are our needs and so it was really an internal committee. There were no outsiders, nobody outside of the employ of the Department of Education at that time.

Q. I'm interested in the next question as having as you saw guidance in each of these years - the changes.

A. Well, I don't know, I looked at that and I wondered how I would answer that. I think if you'd go back to 1925 you have the straight vocational guidance concept of guidance as expressed by Parsons and was coming into favor by Brewer, and then in 1935 I would say that you have the point of view where you have the testing program and the, I call it, the profile period, in which you were doing certain testing and you were trying to match the child against those requirements of that particular occupation.

Q. In 1925 what was going on in the way of guidance, just teacher type of thing?

A. Teacher type of thing plus certain organizations that were dissemenating occupational information and educational information. It rather interesting that I think I would find it upstairs, I think I still have a copy of it, of a group of talks that were put out, no I don't have them because it was down there, that were put on a radio station, no that wouldn't be '25 it would be '35 but there were talks by outside speakers and placement work was still carried on in the vocational schools in '25, There were various organizations that were interested in getting information to students but it was the straight information, well if you want to be a dentist then you have to have these qualifications, and if you have these qualifications the, maybe. I'm carrying this on too far, then

A. (continued) you could succeed in dentistry.

Q. And then in 1935 they tested a pupil and said he should be in dentistry?

A. Yes, right and the thing that bothered me so much was that, was the idea that you were trying to match an individual against one occupation. Whereas practically any individual can succeed at any one of a number of occupations. There is so much overlapping of qualifications and requirements that you can't pin a person down with a particular occupation and I think the world that we face today is evidence of this that so many people are going to have to work at maybe four or five different types of jobs before their lives are out, now I don't necessarily mean the professional person, the doctor or the lawyer or the dentist and the teacher, but many of the others who are in the industrial and commercial world are going to have to.

Q. That's what Donald Super says, a person is able to cope with a great number of occupations and it is not one occupation that we can go into.

A. Sure. Then I would say in '45 I think we're coming to the beginning of the personnel point of view coming in and the realization that guidance has to be a healthy process for all youngsters, not necessarily for the youngsters in trouble but we have to get the youngsters to go through a process of growing up and then choose their occupation and then set that up as a goal to go after or something like that, you know what I mean, and use all the techniques which are available, use tests insofar as they can be helped but not beyond that limit. So I think that's '45. '55 I think this began to be a little bit more specialized in '55, I think the counselling process began to be refined in '55. I think previous to '45 I think counselling, I wouldn't say it was accepted as something that for which you did not need training, I don't necessarily mean that, but I think in '55 you have other disciplines coming in and the general realization that you have to be a trained person to carry on counselling.

Q. So that some training is required for the actual counselling process?

A. That's right.

Q. And do you think also, if about in this time they started to move not only into the vocational aspects of the fact that adjustments were aspects of counselling?

A. Oh yes, definitely. And I think this adjustment aspect has to be emphasized not only now but will have to, I feel it's got to be emphasized for many years to come. Well then in '65, I

A. (continued) think this is the period at which not only in Ontario but I think in other parts of Canada, guidance was accepted as an integral part of the educational system but I hope that doesn't mean that the people can just sit back and accept it and say now we've accepted, this is **it.** I think if they do they're in trouble. I think the guidance people will still have to be on the alert not only to interpret what they are doing but to refine their techniques to make sure that they have proper liason with the people in other areas of specialization. This is all part and parcel of the whole picture. Now number 41, I'm afraid I had none. I wished I had but I didn't and you see, in '56 when I was appointed Assistant Superintendent, I had a Director of Guidance appointed in Ontario and I believe in appointing people to do a job and letting them do it and I didn't interfere in any way, or I mean I looked over his work and offered suggestions, sometimes objected strenuously to some things and so on, but I mean as far as the general association with people in the field and people of that, that was his responsibility, not mine.

Q. Yes, that's right and you were also very involved in your work?

A. I was really busy in fact I was, perhaps I am correct in saying that perhaps the most strenuous years in my life was in '56 to '65. Building the new school at Delton, reorganizing the special education and the statistics, tremendous bills from the correspondence courses, development of summer camps and the community programs branch and so on, I really was busy.

Q. I can see that in covering such a wide area, you had 600 employees under you?

A. Yes, there was over 600, I've forgotten the exact number, well over 600.

Q. What about the Ontario research study on education in the '50's the objectives and criteria of the school guidance. Were you a member of that committee?

A. No, I wasn't a member of that committee. Frankly, I don't know too much about it and I don't know the recommendations off hand.

Q. So and if it had been of major importance you probably would have known about it?

A. Yes.

Q. You probably wouldn't see that as being very important?

A. No.

Q. What about the father of the guidance movement? This question was suggested by my advisor. Some of the people from Brewer suggested Brewer and not Parsons should be considered the father of the guidance movement in the sense that he was thought of encompassing all of education as guidance important in the life of the person?

A. I would be entitled to agree with that considering taking into account the different situations in which the two men operated. Parsons didn't operate in the school system, that is, to the same extent and I think Brewer did look upon it as an educational process. So I would think that if you were considering either of them I would say Brewer. But there's been so many refinements since that time which is only good, and I hope that the movement will continue to refine its techniques and improve its procedures because with the depth it's going to be in trouble.

Q. Well what would you see Parsons as doing? Didn't he operate a placement service?

A. Yes, and he operated mainly as I recall the facts, I knew them very thoroughly at one time, I could quote dates, places, times, but I can't anymore. I think, didn't he operate through the YMCA?

Q. Yes, I think he started out there anyway and eventually he moved into something larger. So as far as schools go, maybe Brewer you would say?

A. Yes, of the school guidance in the school guidance movement, yes, Brewer.

Q. And important dates or events?

A. In Ontario, well I think that as far as organized guidance services are concerned I'd be tempted to say 1944.

Q. When you were appointed?

A. Yes, and there was a Director appointed in Nova Scotia and there was a Director appointed in B.C.

Q. So that goes on for Ontario but for the whole of Canada?

A. Yes, and you see I was in the year following, it wouldn't be any more than the year following, that Ted Spencer was appointed in Saskatchewan and it wouldn't be much later than that when Al -dridge was appointed in Alberta, so I would think 1944 was a standout year. Now there were a lot of things that were done before that, it's always difficult to pinpoint an exact date on which something started because again you will find if you go

A. (continued) back through the literature you'll find many things, that were done that now might properly today be called guidance but were not called such way back in that early days. But I think that's the date, yes.

Q. That's when you would be considered the highlight date for Ontario and Canada?

A. Yes, '44 and I think as far as Ontario is concerned, I think '65 is the other date when it was accepted. Then as part of the total organization of the school system.

Q. So when you told me when I came in that guidance didn't even need to form a department now because it was just so incorporated that it is part of education?

A. But it still needs a spokesman. But they've got to be the people who are actually working in it in the field rather than as a separate voice set aside for that purpose.

Q. So what has happened in '65 in Ontario with the guidance that was under you, was this just transferred under education?

A. That's right. Under supervision and teacher education, some of the staff went to teacher education, some of the staff went to, and they were just appointed as part of the teacher education staff and then some of them went to supervision, which they are today.

Q. The other thing that I'd like to have because it's your life as well this is on you and your life as well, things about where you were born and when?

A. Well, I don't know, I was born in Ontario in 1905. I don't know if there's much to tell. I was educated in Ontario, worked in what was called the London Normal School at that time and they now call it Teachers Colleges and the University of Western Ontario. I suppose I could say that I was out for a period of time in the world of work previous to going to Teachers College.

APPENDIX C

"64 Parkhurst Blvd.
Toronto 352, Ontario.

May 4, 1972.

"Dear Mrs. Larsen:

"Yes, we still have the garbage strike which is now in its fourth week. The piles of garbage in the parks are getting larger and larger. I wonder when the general public will end this situation where the right to strike becomes a form of blackmail.

"I can understand that you are having some difficulty in understanding the relationship of the various guidance courses. In 1941 the Ontario Department of Education suspended all summer courses for the duration of the Second World War. This resulted in a complete absence of guidance courses in Ontario. Many teachers who desired training in this field started to take courses at universities in the United States. McMaster University felt that many teachers would take guidance courses in Ontario if such courses were offered. I was asked to supervise and participate in such courses at McMaster in 1943. The response was so great that the courses were offered again in 1944 when once again a large number of teachers were in attendance. These courses did not bring a certificate from the Ontario Department of Education. McMaster did give a diploma in Vocational Guidance.

"Then, in 1945, the Ontario Department of Education again offered summer courses. The courses in Vocational Guidance which had, previous to the war, been offered at the Ontario Training College for Technical Teachers, were not re-established. Instead, the Ontario Department of Education started on a program leading to three levels of certificate, elementary, intermediate and Specialist. (I believe you have the details of the offerings for each level of certificate in this program). In 1945, only the courses leading to the elementary certificate were offered; In 1946 the courses leading to the elementary and intermediate certificates were offered; and in 1947 the program was completed by the addition of courses leading to the Specialist Guidance Certificate.

"It was realized that a large number of teachers who had taken other courses would want certificates valid in Ontario Schools. So, a plan was evolved whereby any teacher who was eligible to take the courses offered by the Ontario Department of Education and who had taken 'comparable' courses elsewhere could apply for exemptions from attendance and for entrance to a comprehensive examination. Many teachers who had taken courses at various universities in the United States and at McMaster University, applied for this exemption and the right to take the examination. Administratively, credit of this kind was given only, in most cases, toward the Elementary Certificate in Guidance. Those who had taken the courses at McMaster University were allowed exemption only for this first certificate.

"As you would expect, the number of Ontario teachers taking courses outside Ontario diminished rapidly after 1944. This had its advantages, but it also tended to make the program ingrown. This was overcome as much as possible by bringing in lecturers and professors from other jurisdictions. It should here be noted that the guidance courses at McMaster University in the years after 1945 kept decreasing

(cont.) in attendance and were later dropped. On the other hand, courses established at the University of Ottawa became increasingly popular in the late forties. Consequently a fairly large number of teachers who had taken courses at the University of Ottawa applied for exemption from attendance and the right to take the examinations. This was a successful relationship because the courses there were patterned in content upon the courses offered by the Ontario Department of Education.

"I realize that this arrangement would appear complicated. However, in fact, it was quite simple and was accepted as fair and just by Ontario teachers. It still allowed anyone who wanted to take training outside Ontario to do so. Some so elected and by little inconvenience were 'certified' in Ontario.

"Best wishes for your trip to England. Please write again if any point herein should need clarification, or if you wish further information on any point.

"Yours truly,

"Howard R. Beattie"

"64 Parkhurst Blvd.
Toronto, Ontario.
M4G 2E2

March 31, 1973.

"Mrs. Ilene Larson
227 Southridge
45 Ave. and 106 Street
Edmonton, Alberta.

Dear Mrs. Larson:

"I hope that the following information will be helpful to you in completing your thesis.

1. My grandparents came from Northern Ireland and settled on farms in Caradoc Township of the County of Middlesex which is located in Southwestern Ontario. I was born on a farm in that part of the country and was the middle child in a family of seven children. It was obvious that some members of our family would find it necessary to find their living in some other occupation than farming. I believe that I accepted this fact from my early days even though I had no definite ideas as to what line of work I would find acceptable.

2. I attended a one room elementary (public) school for the first eight grades. This school was located over two miles from our home and I walked both ways every day. After graduating at the age of eleven I enrolled in a Continuation School at Melbourne which was over four miles from our home. I must explain that a Continuation school was a secondary (public) school with one or two teachers with only a few having three teachers. The one I attended was a two teacher school offering academic courses to Junior Matriculation (now known in Ontario as grade 12). This type of school has now disappeared from the scene. I completed the course of four years in three, thereby obtaining my Junior Matriculation before my fifteenth birthday.

"The next year I spent at various jobs with the objective of earning sufficient money to continue my education at a later date. This was successful to the extent that I was enabled to enrol a year later in Strathroy Collegiate Institute for my Honour Matriculation (now Grade 13). This school was located ten miles from our home. I travelled back and forth by bicycle when the weather permitted, but stayed in the town when weather was inclement. The year was successful from my standpoint as I obtained standing in nine subjects, thus getting my Honour Matriculation standing.

"The next year I was out working at various jobs again with the objective of raising money to get back to school again. The year following I enrolled in London Normal School (they are now called Teachers' Colleges). I boarded in London as the distance was too great for daily travel, although I spent nearly every weekend at home on the farm. At the end of the year I was granted a first class Teaching Certificate. This permitted me to teach in an elementary school, or a continuation school if further courses were taken.

"The following September I started to teach in a Grade B Continuation School (two teachers) and taught a number of subjects to the Grade 12 level. As the number of pupils was small there was every opportunity to know the pupils. The following five and a half years

(cont.) were spent in two other continuation schools. I found teaching in these rural high schools very satisfying as you had so many opportunities to "know" the pupils and their parents. The classes were usually small and you also felt that you were part of the community.

"Then I was offered a position in the H.B. Beal Technical and Commercial High School in London, Ontario. It was a promotion I could not refuse. I had a terrifying adjustment to make as I found myself on a staff of over seventy-five teachers and a pupil enrolment approaching two thousand. It took months to get to even be able to call all the teachers by name as you met them in the halls. The situation with regard to pupils was even worse as I found it necessary to keep a seating plan for the various classes as it was impossible to know them by name. Also this experience took place during the depression when classes were very large. For example, I remember one class of grade 9 girls which had an enrolment of 69.

"I became frustrated in my work, as it became obvious that all I was doing was attempting to impart a certain amount of knowledge without any real satisfaction. The question I had to face was to whether I accepted teaching as simply a meal ticket or sought something more satisfying than that. This is where my real interest in Guidance began. With the encouragement of my principal, Mr. H.B. Beal I started to study the possibilities of Guidance as an extra-curricular activity. Through various organizations in London I found an outlet for my concern in the young people as I felt that there would never be an extensive chance to use skills in this field as an integral part of the school organization. However the opportunities to do work in the school slowly unfolded, and as time went by I began to feel that it was gradually being accepted and that it was possible that eventually it might play a very important part in the educational process.

"With the decision of the London Board of Education to take definite action and with the support of the citizens in general led by the London Kiwanis Club the whole concept of offering a full service received a big boost.

"Although I had taken courses in Vocational Guidance offered by the Ontario Department of Education and had read widely, I felt that I wanted more training and more exposure to programs and to people who were actually working in the area. So I surveyed the field as well as I could and decided that although courses were offered at various universities in the United States I probably had the best opportunity to get what I wanted at Harvard University. The Vocational Guidance Department at Harvard University was headed by Dr. John Brewer and other members of his summer school staff were Dr. Donald Super of Teachers' College, Columbia University, and Mr. George Hutcherson, Head of Guidance Department, of the State of New York. As I look back on those years I believe that I made the right choice as I found at Harvard University people who were looking at Guidance from a practical point of view and had stripped from the philosophy some of the veil of mysticism which had so pervaded the movement for three decades. So, after my session at Harvard University I returned to London with a clear view of what should be done, but little knowledge of how it might be done. That I had to learn with some bitter experiences over the next few years.

"As I am not a trained typist and as I try to get by, by pounding out the words by a two finger method, I ask you to overlook the many errors and covered-up mistakes. I did feel that I could get more information done this way than by writing.

"I have never had any deep concern regarding your use of and ultimate return of the personal papers which I lent to you. You may keep them until the project is completed.

"Yours truly,

"Howard R. Beattie."

"64 Parkhurst Blvd.,
Toronto, Ontario,
M4G 2E2.

December 19, 1973.

"Dear Mrs. Larson:

"Your season's greetings are much appreciated. I hope the following information will answer your inquiry regarding events at the time of my appointment as Director of Guidance for the Ontario Department of Education.

"The Globe and Mail, Toronto, reported on the address given by the Premier George Drew at the annual meeting of the Urban School Trustees' Association in St. Catherines, Ontario. In this report dated May 16, 1943, Premier George Drew announced that a Guidance Branch would be established in the Department of Education during the coming school year. In an editorial by this same newspaper on Thursday, May 18, 1944, were these words: "On Tuesday he (Premier Drew) was able to report that considerable headway toward the evolution of a reformist educational program was being achieved, and to announce as one important move the creation of a branch of educational guidance in the Department of Education. Under a plan whose details will be made public shortly, this branch during the next school year will begin to enlarge and make operative gradually throughout the Province the work of educational guidance now undertaken in Toronto, Hamilton and some smaller centres."

"Speculation in the Press was rampant as to who would be the person to be appointed Director of the new Guidance Branch. Although I had been told in February 1944 that when the Branch was established I would be the person appointed to head up the work, I was not able to make any statement until the appointment was confirmed by the Government of the Province of Ontario.

"This speculation regarding my appointment was the gist of an item in the Hamilton Spectator on May 18, 1944. Although I have no clippings to confirm it, I recall that this same speculation was the subject of news items in many other newspapers across Ontario.

"The suspense" for me ended a few days later when on May 27, 1944, Premier Drew announced my appointment as Director of Guidance. No specific date for assuming my new post was announced. It was stated that "He will take over his new duties just as soon as arrangements can be made to complete his work in Hamilton."

"I assumed my duties as Director of Guidance with the Department of Education on July 1, 1944.

"Yours sincerely,

"Howard R. Beattie"

"The University of Western Ontario,
Althouse College of Education,
London 72, Canada.

April 30, 1973.

"Dear Mrs. Larson:

"Herewith are some opinions about the questions raised in your letter of April 12.

"I have known Mr. Beattie for almost thirty years, so I believe that the opinions expressed may have some validity.

1. Mr. H.R. Beattie's main contributions to guidance in Ontario were:

   (a) the promotion of guidance services in the schools,
   (b) leadership in the establishment of training for school guidance personnel,
   (c) setting up a Guidance Services section within the Ontario Department (now Ministry) of Education,
   (d) encouragement of interprovincial and international co-operation in the field of Guidance, and
   (e) beginning the first province-wide system of cumulative school records for Ontario students.

2. Mr. Beattie, as first Provincial Director of Guidance in Ontario, was one of the pioneers of Guidance in Canada. Two of his contemporaries were Mr. A.A. Aldridge of Alberta and Mr. H. Johns of B.C.

3. Mr. Beattie was my superintendent, 1957-1965, during my time as Director of Guidance for Ontario.

4. Mr. Beattie was appointed to the provincial directorship following his active organization of school guidance services in London and Hamilton. His interest and ability were recognized by the late Dr. J.G. Althouse, then Chief Director of Education for Ontario, who was aware of the rising demand for guidance services in Ontario schools and who correctly perceived in Mr. Beattie a man of integrity, industry, and initiative, possessing the necessary qualities of leadership to develop and coordinate a province wide program of guidance. Few people have shown more dedication to a task than Howard Beattie brought to this promotional and organizational work. Guidance Services in the schools were set up on a sound basis and, although there have been many changes in emphasis and practice, the basic principles espoused by Mr. Beattie still support the program.

"Yours sincerely,

"Frank J. Clute
Sessional Lecturer
Guidance Department"

"28 Divadale Drive,
Toronto 17, Ontario.

April 30, 1973.

"Dear Mrs. Larson:

"In reply to your letter of April 12, I have set down to the best of my ability my recollections of the early years of the Ontario Guidance program under H.R. Beattie.

"Question 1 - Contribution of H.R. Beattie to Guidance.

1. Pioneer in School Guidance

Prior to 1940, Mr. Beattie became interested in Guidance, took training courses in the United States, and organized one of the first school guidance services at Beal Technical School, London, Ont.

2. Director of Career Planning

About 1942, he was appointed Director of Career Planning for the city of Hamilton, Ontario, and organized a city-wide Guidance service.

3. Provincial Director of Guidance

In 1944, Mr. Beattie was asked to head up the newly formed Guidance Branch of the Ontario Department of Education, and to organize guidance services across the province. His success was due to a number of factors:

(a) Staff - He quickly recognized the need to secure a group of well qualified assistants, not only on his own provincial staff, but also as heads of local guidance services in the cities, towns, and individual schools. He succeeded extremely well in attracting key people at all levels. Many of his assistants and guidance heads were soon promoted to vice-principals, principals, school administrators, professors in colleges of education, etc., where they were influential in furthering local guidance services. Between 1944 and 1950, at least four of the presidents of the powerful Ontario Secondary School Teachers' Federation were Heads of Guidance from such cities as Hamilton, Brantford, Windsor, and Sault St. Marie. Under Beattie, Guidance developed a prestige that was a significant factor in its development.

(b) Guidance was established on sound basic principles - An important factor in the success of Guidance in Ontario was the soundness and common-sense of the general principles and guide-lines set down by Beattie and his staff:

(i) Counselling was to be done by experienced teachers, carefully selected for personal qualities and ability to relate to other people, as well as for their interest in guidance. He preferred to train teacher-counsellors, rather than to bring in counsellors from outside who might not, through lack of teaching experience, be able to fully enlist the cooperation of principal, staff, students and parents.

(ii) Training Courses for Teacher-Counsellors. It was necessary immediately to set up summer training courses to qualify teacher-counsellors in guidance principles and techniques. Hundreds of teachers attended these summer courses.

(iii) Assigned Time for Guidance. Working through departmental circulars, and supported by the departmental inspectors and

(continued) supervisory personnel, he insisted that time be set aside, on a regular basis for counselling. The goal was one counselling period per week for each 20 students in a secondary school. Since then the counselling ratio has gradually been modified.

(iv) Group Work in Guidance. Mr. Beattie felt that it was not enough to provide for individual counselling. He felt that the counsellor should do some teaching, and could economize greatly in time and effort by discussing educational and guidance information with the group before interviewing them individually. The only group work required by provincial regulation was in Grade 9, two periods per week, schools were encouraged to provide additional group work classes in grades 7, 8 and 12, and the vast majority of schools did so.

(v) Accurate and Up-to-Date Information. The University of Toronto in its College of Education had established a vocational Guidance centre (later known as the Guidance Centre) under the capable leadership of Morgan Parmenter who was a personal friend and colleague of Howard Beattie. They worked together to provide schools with much needed vocational and educational information. They did this in several ways:

A Monthly Mailing Service - of guidance materials was prepared by the V.G.C. and sent out to all secondary schools and all elementary school inspectors in Ontario, the Department of Education paying the cost. Additional sets of the material could be purchased at reasonable prices from the Guidance Centre.

Text Notebooks - were prepared and published by Morgan Parmenter. These were approved for use in Ontario schools under such titles as Growing Up, Exploring Occupations, You and University.

Lectures to Teacher-Counsellors - was a regular part of the Guidance Summer courses and all teachers on course were required to take lectures from Mr. Parmenter and learn at first hand how best to use his materials.

(vi) Tests and Measurements. The Guidance Centre carried an extensive supply of standardized tests which were sold at cost to qualified school personnel. By means of summer courses, seminars, school visits, etc., every possible step was taken to ensure that tests were administered and interpreted by qualified teacher-counsellors.

(vii) School Record System. The Ontario School Record folder was devised by Mr. Beattie to provide helpful, positive information about the student as he progressed from kindergarten to grade 13. Guidance counsellors usually played a leading role in keeping these record folders up-to-date, and in instructing school personnel how to use them properly.

(viii) Guidance - A Continuous Service. From the very beginning in Ontario, Guidance was viewed as a service throughout the student's entire school career from kindergarten to grade 13 and beyond. With this in view, the elementary schools as well as the secondary schools were visited regularly and encouraged to send staff for guidance training. Thus, many guidance programs were started in elementary schools both public and separate (Roman Catholic).

(ix) Trend Towards Formation of Student Services Programs. Mr. Beattie recognized a trend towards combining Guidance with other related services in the pupil-personnel field. He encouraged the formation of Student Services Programs which coordinated such services

(ix) (continued) as Attendance, Special Education, Psychological Services, Remedial Education, etc. He set the example himself, by becoming superintendent of such a combined student services department in the Ministry of Education (about 1956 or later).

(c) Guidance Organizations - Mr. Beattie was very interested in two organizations:

(i) Ontario Personnel and Guidance Association - which he helped to found and became its honoury president.

(ii) American Personnel and Guidance Association - which he helped to found and was one of its early presidents, the only Canadian so honoured. He was president of N.V.G.A. when A.P.G.A. was formed and thus played an important role in its formation.

"Question 2 - Would H.R. Beattie be Regarded as one of the Founders of Guidance in Canada?

"My answer would be definitely yes.

Supporting data - see my comments re his contribution to Guidance.

In Summary - He was one of the first to organize a school guidance service, a city wide program, and a provincial organization - all on or before 1944. He pioneered in training courses for teacher-counsellors, guidance in the elementary school, group work courses in guidance, a province wide cumulative record, provision of vocational and educational information, etc. He gave the guidance movement direction and prestige so that it became an integral part of the Ontario educational system. There were isolated guidance programs in other parts of Canada but these fell far short of the 1944 program in Ontario.

"Question 3 - What was your Connection with H.R. Beattie?

"On January 1st, 1946, I joined the staff of the Ontario Department of Education as Assistant to the Director of the Guidance branch, H.R. Beattie. There was one other assistant at that time, Mrs. Olive Palmer (later Diefenbaker) had joined a few months earlier. For the next several years, we were his two assistants and we literally divided the province between us. I specialized more in the elementary field, and she in the secondary field, but when we visited a local area we usually covered both. This division was natural since I was a Registered Psychologist as well as a qualified teacher with considerable experience as Vice-Principal and Principal of elementary schools, as well as experience at Army National Defence Headquarters as an Army Personnel officer during World War II; whereas Olive Palmer had experience as a secondary school counsellor in Guelph and Owen Sound. Beginning in 1946, I lectured for a number of years on the Ontario Guidance Summer courses, as part of my duties in the Guidance branch. My subjects were: Tests and Measurements, Organization and Administration of Guidance Programs, Counselling Techniques, and Research Methods in Guidance. After 5 years with Mr. Beattie, I left the Department of Education to become Co-Ordinator of Guidance and Psychological Services for the Town of Leaside which later merged into the Borough of East York, Metropolitan Toronto.

"Question 4 - Further Comments about H.R. Beattie.

"Mr. Beattie's success in developing the Guidance Service in Ontario was due largely to the following factors:

1. He was completely dedicated to Guidance and was a tireless worker. He lived and thought guidance every waking moment, and he was a perfectionist who demanded a great deal of himself and of those who worked for him.

2. He recognized the need of strong support in high places and was able to gain full support from the officials in the Department of Education, the school inspectors and supervisory staff, school trustees, service clubs, parent associations, and other influential groups. Most important, he and his staff visited all parts of the province and gained the respect and confidence of teachers and principals.

3. He was able to attract a capable, enthusiastic staff, not only in the central Guidance Branch, but across the province. As these people moved into positions of authority in the educational system, they gave the guidance movement strong support.

"I hope that these comments will prove useful to you in your project. If I can be of further help, please let me know.

"Yours truly,

"Keith M. McIntyre"

"December 20, 1971

"Dr. F.K. Stewart,
Executive Secretary,
Canadian Educational Association,
252 Bloor Street West,
Toronto 181, Ontario.

"Dear Sir:

"I am presently engaged in compiling a biographical thesis dealing with the contributions of Mr. H.R. Beattie to the field of guidance in Canada.

"Mr. Beattie suggested that I contact you to see if you could provide me with a copy of the Report of the Survey Committee, Canada and Newfoundland Education Association, March 1943. He also suggested that you might be able to provide me with the name of the first publication of the Canadian Research Committee on Practical Education which was published in 1949. I would also appreciate a copy of this if one is available.

"Thanking you for your assistance.

"Yours very truly,

"(Mrs.) Ilene Larson"

"December 30, 1971

"Dear Mrs. Larson:

"I have your letter of December 20 which indicates you are compiling a biographical thesis with particular reference to Mr. H.R. Beattie. Mr. Beattie is an old friend of ours and of the Canadian Education Association, and we would be glad to be of such assistance as we can.

"Since you are asking for publications going back twenty or more years, I should mention that such publications are very scarce and likely to be found only in libraries or as file copies. We are able to provide you with a copy of "Better Schooling for Canadian Youth", and one is enclosed.

"With regard to the Report of the Survey Committee (appointed to ascertain the chief educational needs in the Dominion of Canada) we have a file copy. We also have a file copy (actually two copies) of the first publication of the Canadian Research Committee on Practical Education. This was published in March, 1949, in our magazine entitled "Canadian Education".

"The Faculty of Education of the University of Alberta has always had a close relation ship with the CEA and I am sure that copies of the last two publications would be in the library of that Faculty. I am reluctant to have them leave our office in case of loss, but I could send them to you by registered mail if I were assured of their return. I am a little doubtful that they would be of that much use to you. Perhaps you would indicate to me precisely what information you want from the publications and I could photocopy it.

"If you are looking for Canadian Education in the Faculty of Education library I should mention to you that the magazine used to be called Canadian Education, then Canadian Education and Research Digest, and for the last couple of years Education Canada. It is the same magazine under different names and this might help you if you are speaking to the librarian. I have made a couple of suggestions to you and I would be pleased to learn further what you would like me to do.

"Yours sincerely

"F.K. Stewart"

"November 8, 1971.

"American Guidance and Personnel Association,
1605 New Hampshire Avenue, N.W.,
Washington, D.C. 20009.

"Dear Sirs:

"I am presently working on a Master's Thesis dealing with the contribution of Mr. H.R. Beattie to the field of guidance and counselling in Canada. From 1949 to 1950, Mr. Beattie served as the President of the Council of Guidance and Personnel Associations, the predecessor of your organization. As he was the only Canadian to hold this position, I am interested in any records you might have of his work in this capacity.

"Thanking you for your assistance.

"Yours very truly,

"(Mrs.) Ilene Larson"

"American Personnel and
Guidance Association.

November 30, 1971.

"Dear Mrs. Larson:

"In reply to your letter of November 8, I am sorry that I have not been able to find reference to H.R. Beattie in our Archives.

"Sincerely yours,

"(Mrs.) Adelaide Siegel
Professional Information
Specialist."

"November 8, 1971.

"Mr. D.F. McQuat,
Archivist of Ontario,
Department of Public Records & Archives,
14 Queen's Park Crescent, West,
Parliament Building,
Toronto 5, Ontario.

"Dear Sir:

"I am presently engaged in compiling a biographical thesis dealing with the contributions of Mr. H.R. Beattie to the field of guidance in Canada.

"Mr. Beattie was the first Director of Guidance for the Department of Education in Ontario, serving in this capacity from 1944 to 1953. In 1953 he became the first Assistant Superintendent in charge of School Attendance, Guidance Services and Special Ed and Statistics. In 1965 he was appointed the Superintendent of Special Services which included the areas of attendance, correspondence courses, statistics, auxiliary ed, guidance services. Later that year he became the Director of the Special Schools and Services Branch.

"I am thus interested in any material you might have relating to Mr. Beattie's work in the above capacities. Could you let me know what material you have and what the approximate cost of copying it might be.

"Thanking you.

"Yours very truly,

"(Mrs.) Ilene Larson"

"Department of Public
Records and Archives,
14 Queen's Park Crescent
West,
Parliament Buildings,
Toronto 5, Ontario.

December 16, 1971.

"Dear Mrs. Larson:

"Please excuse the delay in replying to your inquiry of November 8.

"I examined the relevant Department of Education Records but the search for information pertaining to Mr. Beattie's career proved negative. Even though the Archives has the Department Central Registry Files, 1906-62, c.550 linear feet, they are of negligible research value for your purposes. The files are arranged chronologically according to a complex classification Code in which certain designations have been allotted for the Superintendent of Special Services; Director of Guidance Services; Provincial School Attendance Officer; Statistician, etc. However, before this series was accessioned by the Archives, it was subjected to extensive culling at the Departmental Registry Office where only certain files were retained for each year. While there is a code number for almost every conceivable file title, the existence of a code number does not necessarily mean the Archives has that file for any given year. In fact, because of the culling, the majority of file titles referred to in the code do not appear at all. I did a random sampling to determine whether the files in which you would be interested appear with any regularity. The results of this survey seem to indicate that what little peripheral information you might obtain from the files would not be worth the time involved. The only files under the Special Services category which appear with any degree of consistency are those relating to the Ontario Schools for the Blind and Deaf.

"A secondary source which might be of some value, is the Annual Report of the Minister of Education. Each year, anywhere from half a page to two pages is devoted to a resume of department activities in the gield of guidance during the year. Though somewhat superficial in its coverage, it does provide the basic facts as well as an element of continuity. Enclosed free of charge are excerpts from the 1945, 1955 and 1963 Annual Reports just to give you some idea as to the coverage given guidance. Also enclosed is a copy of a page from a checklist compiled by Hazel I. MacTaggart, entitled Publications of the Government of Ontario, 1901-55 which enumerates the Departmental publications on guidance and where they are available. Both Mr. H.R. Beattie and Mr. C.L. Bedal, Director of the Ontario College of Education Guidance Centre suggested I contact Miss Marion Axford, the Chief Supervisor of Guidance for the Scarborough Board of Education who while at the College of Education had done a term paper on the development of guidance in Ontario up to 1965. Enclosed is a copy of her essay which she hopes will be of some assistance in your research. Miss Axford, like yourself, has relied to a certain degree on the oral history approach, but her bibliography of published and unpublished sources should be of value.

"Mr. Beattie confirmed some of my own suspicions as to the whereabouts of Departmental files on guidance. During his tenure with the Department, the location of his office changed at least four times. Unfortunately, in the midst, moves of this nature files series have a tendency to become fragmented and incomplete or even lost or destroyed. I talked to Mr. H.K. Fisher, the present Superintendent of Special Education, and he was quite doubtful whether any extensive files on guidance still existed. I discussed the matter with Ed Cameron, Departmental Records Officer, who concurred in Mr. Fisher's assumption. However, it still might be worthwhile to contact Mr. Cameron.

"Perhaps you might be interested in writing to two people engaged in the field of guidance. Not having talked to these individuals, I do not know whether they can reveal anything new or merely reassert what you already know. The two people in question are Mr. Frank Clute, Althouse College, University of Western Ontario, London, Ontario and Mr. W. Clarence Taylor, Guidance Program Consultant, Department of Education, West Central Office, Region 7, 40 Eglinton Avenue East, Toronto.

"Although we have minimal documentation in the Archives regarding Mr. Beattie's career, I trust the information in this letter, especially Miss Axford's paper, will be of some help to you.

"Yours sincerely

"W. Brian Speirs,
Archivist."